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ABSTRACT

This combined teacher guide and student text is written with the broad goal of involving high school students in Bristol Bay, Alaska, in the planning and design of their region's future. Unit I introduces changes occurring on village and regional levels, discusses planning strategies for community development, and presents village profiles for study. Unit II focuses on the history, structure, and function of village corporations and guides students in the application of planning concepts and terminology to current and potential situations facing their own villages. Each unit states objectives, lists lessons in the unit, and specifies instructional materials needed. Each lesson (2 for Unit I and 16 for Unit II) includes objectives for the learner and procedures for the teacher. Background reading material for students is provided. Learning activities for students include setting up a mock village corporation, creating a profile of their own village using video or other media, interviewing village residents, and using and making different types of maps. (JHZ)

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PLANNING, DEVELOPMENT, AND CHANGE
IN BRISTOL BAY

UNIT I: INTRODUCTION

UNIT II: VILLAGE CORPORATIONS

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PLANNING, DEVELOPMENT, AND CHANGE
IN BRISTOL BAY

A High School Curriculum

Teacher Guide and Student Text

OCT 1986
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prepared by:

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Dillingham, Alaska

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December 1984

Revised 1985

Revised December 1985

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TABLE OF CONTENTS

Notes to Teachers I-1

Acknowledgements I-2

I. Introduction I-4

1. Village Profile I-6
2. Planning Your Future I-22

II. Village Corporations: Unit Objectives II-1

1. Introduction to Village Corporation Unit II-5
2. The Structure of a Village Corporation II-11
3. How a Corporation Works: Profit is the Bottom Line II-31
4. The Planning Process II-33
5. Forming a Village Corporation and Choosing Officers II-37
6. Setting Goals and Objectives II-53
7. Map Reading Skills: Scale and Topography II-59
8. Inventory Resources and Obtain Public Input (a) II-63
9. Inventory Resources and Obtain Public Input (b) II-67
10. Inventory Resources and Obtain Public Input (c) II-69
11. Size and Shape of Land II-73
12. Select Village Lands II-79
13. Reality Check II-83
14. Corporate Investment Decisions II-87
15. Corporate Organizations: Subsidiaries, Management Agreements, and Mergers II-93
16. Pressure Points (Optional Lesson) II-99

III. 1991 and Beyond ANCSA: Unit Objectives and Introduction III-1

1. Identifying the Issues III-5
2. The Newborns--Part I III-27

3. The Newborns--Part II III[illegible]

4. Newborns and AFN Resolutions III-33

5. Stock Alienation--To Sell or Not to Sell, That is the Question III-39

6. Indian Reorganization Act--The Battle for Sovereignty III-47

7. ANCSA--Part of the Continuing Federal-Indian Legislation III-57

8. Land Banks--Alaska National Interest Lands Conservation Act (ANILCA) III-77

9. Student Resolutions III-87

10. The Berger Recommendations III-91

IV. International Perspective: Unit Objectives IV-1

1. Introduction to Global Native Issues IV-5

2. A Case Study IV-11

3. Learning from the Experience of Others IV-85

V. Oil and Gas Development in Bristol Bay and the Bering Sea: Unit Objectives and Introduction V[illegible]1

1. Introduction to Oil Development in the Bering Sea V-5

2. Exploring Our Dependence Upon Oil V-19

3. Oil Revenues V-21

4. Leasing Oil Tracts in the Bering Sea V-39

5. Oil and Gas: A Pro-Development View V-43

6. Oil and Gas: An Opposing View V-47

7. Attitude Survey: Oil and Gas in the Bering Sea V-49

8. The Many Sides of the Controversy--Written Arguments V-51

9. The Controversies Debated V-53

10. Impacts on the Marine Environment V-55

11. On-shore Oil Development: A Study of Sensitive Areas V-59

12. Detecting Oil Related Damage to the Village Environment V-63

13. Values and Oil V-65

14. Oil Spill Simulation in the Marine Environment V-67

VI. Minerals and Mining: Unit Objectives VI-1
  1. Introduction to Bristol Bay Minerals VI-3
  2. The Mineral Kingdom VI-9
  3. Mineral Potential VI-11
  4. Land Status, Minerals, and You VI-17
  5. Environmental and Planning Considerations (a) VI-25
  6. Environmental and Planning Considerations (b) VI-29
  7. Platinum - Platinum, Alaska: A Case Study VI-33
  8. Public Participation VI-40
  9. Optional Activities VI-43
VII. State Land Disposal: Unit Objectives VII-1
  1. State Land Disposal: Settlement VII-3
  2. Disposals and Subsistence Laws VII-9
  3. Proposed Settlements: The Potential Impacts VII-29
  4. Analysis: Impacted Areas - State Land Disposals VII-43
  5. Shaping the Disposal for Least Harmful Impact VII-45
  6. Guidelines for Land Disposal VII-47

NOTE: Unit objectives and teachers' instructions for each lesson appear on blue pages. Text for students' use are printed on the following white pages.

NOTES TO TEACHERS:

Our goal in writing this curriculum has been to involve students in the planning and design of their region's future. This is a tall order and we do not claim to have covered all or even most of the bases. As much as possible, though, we have tried to concentrate on locally relevant and timely issues--creating materials around actual situations, using as resources agency documents, and the concerns expressed by many agency representatives and Bristol Bay residents who have been kind enough to talk to us.

The result is a mixed bag of tools and techniques that enable a range of creative expansion and alteration. This course cannot be lectured. It can and should be debated and struggled over--as is appropriate to the controversial nature of the issues covered and to our ultimate goal of having students actively respond to the currents of change washing over Bristol Bay.

One method of encouraging active response is to have the students enrich the program by creating curricular materials for each other. The maps, essays, and interviews which they will produce as assignments for these lessons will also serve as a multimedia portrayal of their village--it's appearance, its economy, the (no doubt various) attitudes of its residents, and its hopes for the future. Taken together, these individual pieces will form a cumulative project, a "village profile," which we would like to have circulated to other Curriculum Project schools. Exchanges of this sort will inject more relevance into these materials than we could ever hope to, and will also serve to expand students' area of concern from the village to the regional level. An annual, region-wide youth conference is again being planned, which will provide a forum for students to discuss development issues and to report their decisions directly to involved agencies. Students from the area have already spent a week assisting us in planning the event--interviewing personnel at the Department of Natural Resources, Bristol Bay Native Corporation, Alaska Center for the Environment, Usibelli Coal Mine and a Chevron oil rig--but there will be much more to do. We welcome your ideas.

In fact, we demand your ideas. While we have tried to be responsive to all the school board members, LSACs, CSCs, agency planners, teachers, parents, and students that we've consulted, we have produced, we hope, a flexible and improvable program. You and your students are our field researchers. We happily anticipate working closely with you in uncovering the blunders, weak spots, and bits of gold that are buried here.

Jerry Lipka and Cristy Willer
Bristol Bay Curriculum Project
September 1983, revised December 1985

ACKNOWLEDGEMENTS

A project of this sort requires a lot of help from a lot of people. We have received such help from, it often seems, the entire population of Bristol Bay, in the form of advice, direction, correction, good food, and often enough a bed for the night. To these generous residents of Bristol Bay villages—especially the Local School Advisory Committee and Community School Committee members who shared their ideas and their homes with us—go our most heartfelt thanks.

We wanted to present an insider's view of the agencies and organizations which affect the lives of Bristol Bay residents. To that end, we picked many a brain and ate up many an afternoon of those who work in such organizations. Special thanks to: Greg Peters and Tim Hostetler of the Bristol Bay Coastal Resource Service Area Board, Alice Ruby at Choggiung Ltd., Don Nielsen of the Bristol Bay Native Corporation, Tom Hawkins at the Department of Natural Resources, Janet Schichnes at the Bristol Bay Native Association, Mary Core of the Alaska Center for the Environment, Dorothy Larson of the Alaska Legislative Affairs Office, and the staff and Study Group members of the Bristol Bay Cooperative Management Plan. In addition, the people at ARCO, AMOCO, Chevron, and the Usibelli Coal Mine were always ready to lend a hand.

School personnel from each of the four school districts in Bristol Bay were supportive, especially Frank Hill at Lake and Peninsula and Ben Cherry at Southwest Region School Districts. Teachers Chick Beckley, Gary Shriver, Tom Crandall, Mini Minichiello, Bruce Foerch, Jackie Wilson, and Roger Skogen all helped us remember where this curriculum would end up and how to keep it aimed accurately. What they let slip through, our student planning group tried to catch. Thanks to the students who tried to keep us honest: Matrona and Ida Wassillie, Mary Jane Nelson, Elena McCarr, Jackie Bond, Natalia Wassillie, and Kathy Olson.

Assistance in curriculum writing was provided by Sassa Peterson, Roslyn Johnston, and David Miller. Jim Stricks managed to locate even the most obscure materials, to our frequent astonishment. Julie Shriver, Carol Beach, and Donna Lewis were an invaluable support staff, and Lee Harris provided needed editorial assistance. We thank them all.

UNIT I: INTRODUCTION

OBJECTIVES:

1. Students will become aware of various changes occurring on the village and regional levels.
2. Students will become more knowledgeable about various change agents working at the village and regional levels.
3. Students will understand that planning is an important tool for directing the change process.
4. Students will become aware of several examples of Village Profiles.
5. Students will become aware of the Annual Youth Conference.

LESSONS:

1. Village Profile
2. Planning Your Future

MATERIALS LIST: Note: Items in brackets refer to either resources available in your school or resources that must be requested in advance

Lesson 1 - Text

[Videotape:* "Togiak Village Profile - 1984." (17 min.)]

"Ruby: Profile of a Village Economy," by David E. Hoffman. Alaska Native News, October 1984, pp 24-29.

"Dillingham: An Alaskan Community Profile," by The State of Alaska Dept. of Commerce and Economic Development.

Lesson 2 - Text

[Videotape:* Bristol Bay: Planning for the Future." (26 min.)]

*Copies of the videotapes may be obtained by writing

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Fairbanks, Alaska 99775

A blank VHS tape must accompany each request. Whenever possible, more than one program will be dubbed onto a tape.

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LESSON 1: Introduction to Village Profile

Time: Two class periods.

Objectives:

1. Students will appreciate the extensiveness of change occurring in the Bristol Bay region.

2. Students will begin to analyze various ways to present a Village Profile.

Teacher Notes: This introductory lesson presents an overview of the changes that are occurring in the region. It also relates ANCSA to various developmental issues, with the common denominator being the land, and how it should or should not be used. Also, this lesson introduces the concept of village profiles as a way of expressing "what is happening" in your village. This profile should be brought to the Bristol Bay Youth Conference where students from all over the region will be sharing their concerns.

Procedures:

1. Have the students read the text.

2. Show the videotape: "Togiak Village Profile - 1984" (17 min.). The high school history class at Togiak put together this scripted videotape describing their village history and life.

3. Have the students read:
   "Ruby: Profile of a Village Economy," by David G. Hoffman in Alaska Native News, October 1984, pp 24-29.

   "Dillingham: An Alaskan Community Profile," by the State of Alaska's Department of Commerce and Economic Development.

4. Discuss collectively the questions raised at the end of the text.

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Text

The winds of change continue to blow vigorously through the small villages of Alaska. Telephones, three-wheelers, and satellite television are just a few of the more obvious examples. Less visible has been the impact of the Alaska Native Claims Settlement Act (ANCSA) of 1971. Then, many people of rural Alaska—your parents, relatives, friends, even you--overnight entered the world of corporate America as voting stockholders in the newly-formed Native corporations.

Stockholder responsibility is extremely serious. Put simply, the ANCSA legislation ties control of Native land directly to Native corporations. If a corporation goes bankrupt, then loss of Native ancestral lands could result.

ANCSA is not the only significant force influencing the direction and depth of change in the Bristol Bay region and other regions of Alaska. Important decisions about how the land should and should not be used have not been fully finalized. For example, decisions concerning the Togiak National Wildlife Refuge, Federal and State oil-leasing, State land disposals, mineral development near Lake Iliamna and the Chignik's are still in their early stages of development. These developments will affect you. You will have a role to play in decisions that will be made in the near future regarding when, where, what, and how land should be used.

Further, our village economies are linked to many foreign countries such as Japan and England. Our salmon, herring roe, and oil are desired all over the world. Our region is an important part of the world economy!

Clearly, Bristol Bay history is still being written. This course will assist you, the high school student, to become a knowledgeable participant in this exciting process.

Your work—using these materials—is to understand these complicated issues, and for you to participate in the decisions that need to be made. You can make your mark in these affairs, by acting and becoming part of this exciting history. Indeed, you must.

As you go through the lessons, please pay close attention to developing two particular elements: the construction of a **village profile** and also a detailed set of **resolutions** for directing the change process. You will most likely organize and develop these parts cooperatively with classmates over the course of your lessons. Also, the organizers of the Annual Youth Conference will ask you, as a village group, to present both of these elements to the entire conference when it convenes later in the year.

Now, in order to get an idea of how others have collected and organized their **village profile**, watch the videotape production "Togiak Village Profile" (made by Togiak high school students) and then read the descriptions of both "Ruby: Profile of a Village Economy" and "Dillingham: An Alaskan Community Profile." Don't worry about memorizing details (like population sizes). Concentrate your attention on analyzing the larger skeleton.

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RUBY

PROFILE OF A VILLAGE ECONOMY

By David G. Hoffman

Ruby, an Athabaskan village of 230 people on the middle Yukon, is geographically located at the middle of the state of Alaska. Economically, it is also at the middle of rural Alaska: it is less prosperous than the fishing villages of Bristol Bay and the Aleutian chain, but it is more prosperous than the poorest villages "in the middle," a close-up look at its economy can provide some insight into the economic trends and potential economic problems faced by all villages in rural Alaska.

The Economic History of Ruby

The recent history of Ruby can be classified into three periods, as follows:

1. The mining period (1907-1943)
2. The hunting/fishing/trapping period (1943-1978)
3. The government employment period (1978-present)

The present village site of Ruby was first occupied in 1907 when gold was discovered at Ruby Creek. The town grew rapidly in the years before World War I and became a city of 2,000 people, the second largest community in Alaska.

Mining activity dropped off dramatically during World War I as miners were drafted into the military and when a ship carrying many seasonal residents of Ruby sunk on its way to Seattle. The mining activity made somewhat of a recovery after World War I, but when World War II came, nearly all the miners were drafted and all mining equipment was confiscated and taken out of the area for use in the construction of air bases at Galena and Fairbanks.

After the war, Ruby became a fairly typical subsistence-oriented village. The residents of Kokrines, a traditional Native village 30 miles upriver, began moving to Ruby after the war. By 1953 nearly all Kokrines residents had settled in Ruby. Although a trickle of mining activity redeveloped, the economy of the community was based primarily on hunting, fishing, and trapping. There was little cash in the community, and barter played an important part in the economic system. Up until the mid-60's, about 75 percent of the transactions at Ruby Trading Company, the local store, were conducted through barter, according to Harold Esmilka, co-owner. People paid off their store bills with cord wood, old outboard motors, rifles, or whatever else they had to offer.

The transition into a government-dominated economoy began in the late 60's, with the initiation of the federal War on Poverty. Small economic development projects began to provide some additional cash income, and food stamps began to appear. However, throughout the 60's and most of the 70's, Ruby remained primarily a subsistence-oriented community. It was not until 1978 that the Trans-Alaska Pipeline and the Ayatollah Khomeni combined to rapidly change the economy of Ruby to what it is today.

Ruby in the "Oil Era"

The economy of Ruby has changed dramatically since oil began flowing through the Trans-Alaska Pipeline in 1977. Indeed, the pipeline, and the sudden increase in world oil prices resulting from the 1979 Iranian crisis, have changed the entire face of the state. Beginning in 1978, oil taxes provided a huge new source of state revenues. In fact, oil taxes have provided over 90 percent of the state revenues. The state has spent this money, and according to economists Gregg Erickson and Arlon Tussing, state spending has been responsible for 95 percent of all new jobs created in Alaska since 1978.[1]

Ruby has generated more private sector jobs per capita than the state as a whole since 1978. This has been due to a resurgence of gold mining. However, government dollars have been much more visible in Ruby, and throughout rural Alaska, than they have been in the urban centers such as Anchorage.

In urban centers, state spending tends to be disguised as private sector spending through such mechanisms as home mortgages subsidized by the Alaska Housing Finance Corporation. Also, a great deal of state money is being spent by private businesses as a result of business loans from the Department of Commerce and Economic Development or such state creations as the Commercial Fisheries and Agriculture Bank or the Alaska Resources Corporation. Additionally, the prosperity of the urban contractors boom has been largely the result of state-funded capital construction projects.

In Ruby state spending has not been disguised. The economy of the community as well as the physical appearance have changed significantly since 1978 as an obvious result of state spending. Table 1 shows how state dollars have been used to build community facilities which have greatly upgraded the quality of life of Ruby residents.

Table 1
Recent Expansion of State Funded Community Facilities in Ruby

Ruby 1978	Ruby 1984
Utilities	
No Electrical System	Complete Electrical System
One Community Phone	House to House Phone
No Water System	Community Well/Shower/Laundromat
	Two Channels of T.V.
Community Buildings	
Community Hall	Community Hall
Clinic	Two Story City Office/Clinic Jail
Old School	Teen Center
Old State Highway Shop	Community Freezer
Old Saw Mill	New School
	Farm
	Daycare Center
	New State Highway Shop
	Upgraded Saw Mill
	Fire Hall
	City Shop
	Power Generator Building
Transportation Facilities	
2200' Unimproved Airstrip	3500' Lighted Airstrip w/Beacon
Ruby-Poorman Highway	Upgraded City Streets
(32 miles to gold mines)	New Residential Roads
	Ruby-Poorman Highway

The construction of all these new facilities has provided jobs for local residents, as well as for people from outside rural Alaska and, indeed, outside the state. Rural construction has also provided profits for suppliers of building materials doing business in urban Alaska and Seattle. At the same time that state construction projects have provided an increase in earned income, new state subsidy programs have provided an increase in unearned income. These programs, which generally apply to all Alaska residents, have further boosted the economy of rural Alaska. Table 2 shows the primary sources of unearned income in 1978 and the new programs which are currently in operation.

Employment Opportunities in Ruby

Today, the economy of Ruby is very dependent on cash income, although subsistence activities remain an important part of the economy. Nearly every adult in town seeks wage employment at some time during the year. Very few people are willing to rely exclusively either on government social programs or subsistence activities.

Ruby has a total potential labor force of 123 people. That is, there are 123 adults who are physically capable of working. Of this number, 97 actively seek employment at some point during the year. Fourteen people are retired, and 12 other people choose not to work for wages.

Table 2
Recent Expansion of Unearned Income

1978
Federal Programs

Food Stamps
Aid to Families with Dependant children (AFDC)
Military/Civil Service Pensions
BIA General Assistance
Disability Pensions
IHS Medical Services
Some HUD Housing

State Programs

Alaska Longevity Bonus

1984
Old Programs Plus New State Programs

Energy Assistance
Weatherization
Electric Subsidies (84%)
Alaska Permanent Fund Dividends

These 12 are primarily full-time mothers.

Of the 97 people who seek employment, 64 hold permanent jobs. These 64 permanent jobs can be broken into three categories as follows:

1. 28 permanent, full-time jobs (at least 35 hours per week for at least 9 months per year).
2. 23 permanent, part-time jobs (at least 10 hours per week for at least 9 months per year).
3. 13 permanent, seasonal jobs (summer jobs that are available every year).

Thirty-three people do not have permanent jobs. Of this number, 17 people seek construction jobs as their primary source of cash income. Since almost all construction in Ruby is funded with state dollars, these construction jobs are listed in Table 3 as state jobs. Five people in town rely on fire fighting jobs with the Bureau of Land Management as their primary source of cash income. Both fire fighting jobs and construction jobs tend to pay more per week than permanent jobs but the availability of both types of jobs is never assured.

There are 11 people in town who rely on trapping and fishing as their primary source of cash income. As mentioned above, most people in town still rely on subsistence harvesting as an important non-cash component of their economic lives.

Although 97 people seek employment for at least part of the year, they do not all necessarily find employment each year. Also, non-permanent jobs may only last for a few weeks, when available.

A further analysis of the 64 permanent jobs in Ruby is provided in Figure 1.

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Table 3
Primary Sources of Income for Ruby's 97 Job Seekers

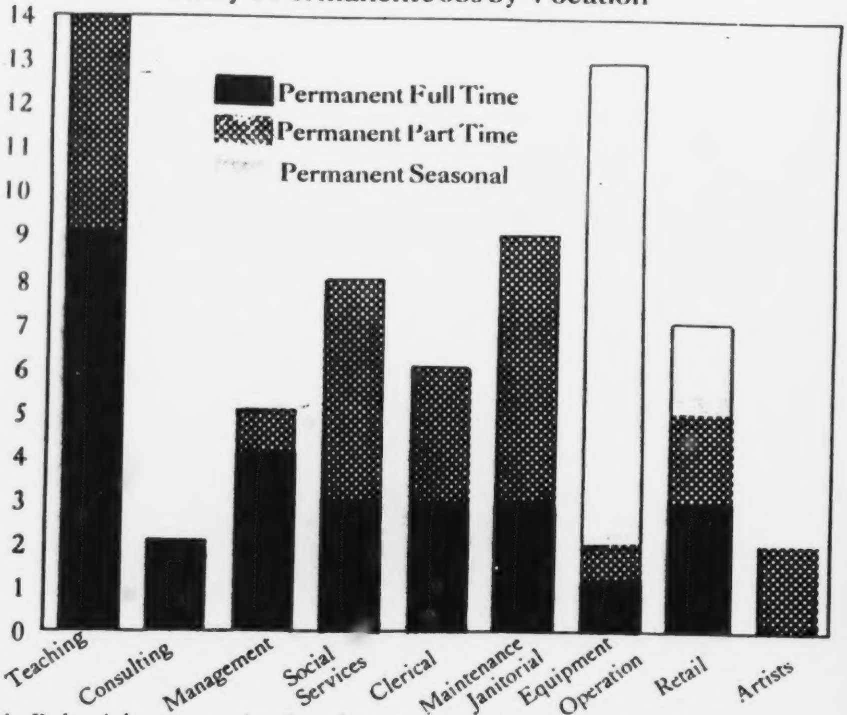
Source of Job	No. of Jobs	Nature of Job
Permanent Full Time Employment		
Government		
City	6	Administrator, Clerk, Secretary, Policeman, Powerhouse Mechanic, Mechanic's Helper
State	2	Legislature, Highway Foreman
School	10	Teachers
Federal	2	Post Mistress, Health Aide
SUBTOTAL	20	
Private		
Store/Air Taxi	4	Two Co-owners, Two Employees
Fuel Company	1	Attendant
Consulting Company	2	Two Co-owners
Missionary	1	
SUBTOTAL	8	
SECTION TOTAL	28	
Permanent Part Time Employment		
Government		
City	4	Two Janitors, Librarian, Teen Center Supervisor
State	1	Welfare Agent
School	7	Bus Driver, Cook, Maintenance Person, 4 Teacher Aides
Federal	3	Alternate Health Aides
SUBTOTAL	15	
Private		
Retailer	1	
Artists	2	
Phone Company	1	
Native Corporation	3	Secretary, Chairman, Land Specialist
Air Taxi	1	
SUBTOTAL	8	
SECTION TOTAL	23	
Permanent Seasonal Employment		
Source of Job		
Government	2	Highway Maintenance (5 solid months)
State		
Private		
Mining	9	(5 solid months)
Restaurant	2	
SECTION TOTAL	13	
Non-Permanent Employment		
Government		
State	17	State-Funded Construction Projects
Federal	5	BLM Fire Fighting
SECTION TOTAL	22	
Fishing/Trapping as Primary Source of Cash Income		
SECTION TOTAL	11	
COMMUNITY TOTAL	97	

This bar graph provides a summary of jobs by vocation or trade rather than by source of employer.

This graph shows that teaching is the profession that dominates the economy of Ruby, providing 9 full-time jobs and 4 part-time jobs. The salary for full-time teachers probably averages over $40,000 for nine months work. (Percise salary data is not available.) Seven of these permanent full-time teaching jobs are at the local school which teaches grades K-12. Two of these jobs are at the regional school district's vocational-agricultural facility which is located at Ruby. All of these permanent full-time teaching jobs are held by non-Natives who are originally from outside Alaska.

The second most important vocation in town is heavy equipment operation. There are 11 permanent, seasonal heavy equipment operating jobs, and 2 permanent year-round equipment jobs. All of these jobs are held by individuals who either grew up in the community or who have been here for at least 30 years. Most of the jobs are at the gold mines.

Figure 1
Ruby's Permanent Jobs by Vocation



Ruby's Reliance on Government Spending

In analyzing the sources of earned income in Ruby, it becomes quite clear that the economy of the town is heavily dependent on government spending. This is to be expected, since many of the present jobs have been created in the years since 1978. As stated above, almost all jobs created in Alaska since 1978 have been the result of government spending.

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Figure 2
Sources of Earned Income For Ruby's 97 Job Seekers

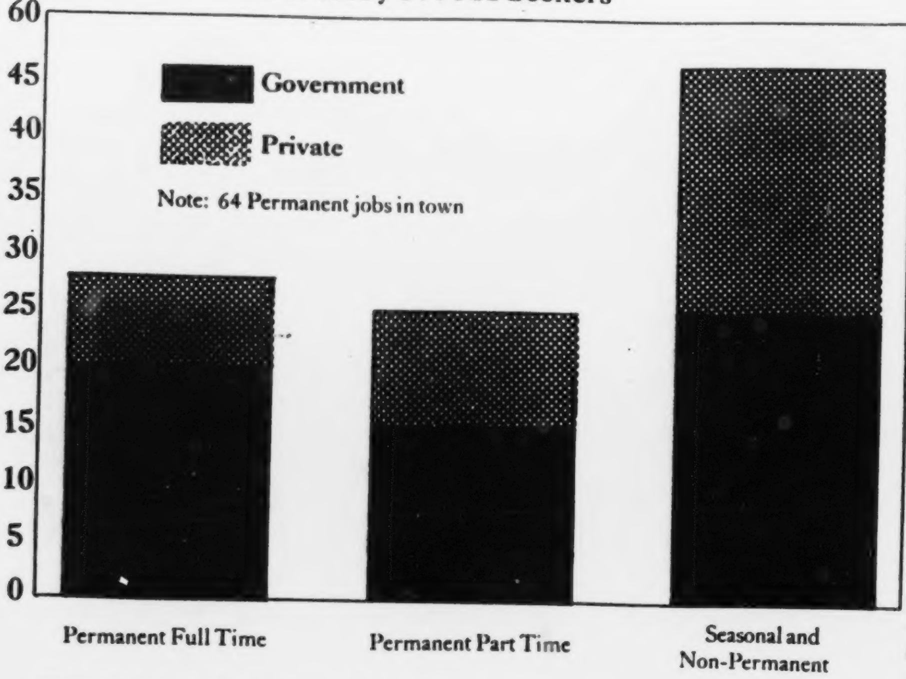

Figure 2 shows the dominance of government spending (primarily state government spending) as a source of earned income for Ruby residents.

Twenty of 28 permanent full-time jobs (71 percent) are funded with government dollars. Fifteen of 23 permanent part-time jobs (65 percent) are the result of government spending. Twenty-four of 46 seasonal-permanent and non-permanent jobs (52 percent) are the result of government spending.

Sixty-one percent of all jobs in Ruby are the direct result of government spending (59 out of 97 jobs). However, far more than 61 percent of the total payroll in Ruby is the result of government spending. This is because of the permanent-full-time job category, which is most dependent on government spending, is the category that produces the highest wages.

Summary

The growth in state spending in Alaska over the last six years has produced significant changes in local rural economies. Ruby provides a fairly typical example of how the cash economy of most Alaskan villages is now primarily dependent on government spending. ■

David G. Hoffman, Alaska Native News *Economic Editor, is a principal in the management consulting firm D & D Hoffman Associates, Inc.*

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[1] *"After the boom: An Examination of Alaska's Economic Prospects,"* by Gregg Erickson and Arlon Tussing, January 29, 1984, caption on Figure 1.

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Information Provided by Alaska's Communities

DILLINGHAM

An Alaska Community Profile

Location:

Dillingham is located in Southwest Alaska at the confluence of the Wood and Nushagak Rivers. It is on the northern shores of Nushagak Bay in the Bristol Bay area. By air, Dillingham is 8 hours from Seattle and 7 hours, 20 minutes from Juneau, including stopovers. Flight time from Anchorage is 50 minutes.

POPULATION:

Greater Area:	5,000
Within City Limits:	1,900

TRANSPORTATION:

Rail: None

Air: Wien Air Alaska has daily flights year round to Anchorage: Seairmoune AIRPAC and MARKAIR have daily flights in summer. Local air service is available from Armstrong Air Service. Yute Air Alaska, and Southwest Airways. Air Freight is handled by Northern Air Cargo and Wien.

Water: Four barge lines make scheduled trips from Seattle. There are dock facilities provided by the city. Lighterage service is available to nearby villages. A small boat harbor provides safe moorage for up to 400 vessels.

Truck: None

Bus/Taxi/Rental Cars: Three private cab companies, one rental company.

Highways:

Industrial Sites Available:

Excellent sites are available. Interested persons should write directly to the City Manager. Box 191, Dillingham, Alaska 99576.

Utilities:

Water:

Supplier: City of Dillingham
Rates:
Residential:
Commercial:
Size of Mains: 6 inches
Source: 3 Drilled Wells
Consumption: 85,000 gallons in winter, to 130,000 gallons in summer daily average
Capacity: Approximately 620,000 gallon tanks
Treatment Method:

Sewage:

Supplier: City of Dillingham
Rates:
Residential:
Commercial:
Size of Lines: 8 inches
Treatment Method:

20

Garbage Service:

Supplier:
Rates:
Residential:
Commercial:
Disposal Methods:

Electricity:

Supplier: Nushagak Electric Co-Operative, Inc.
Installed Capacity: 3,850 KW.
Type: Diesel Internal Combustion
Rates:

Residential:

Minimum 50 KWH/MO:	$.32.24/KWH
Next 50 KWH/MO:	$.24.11/KWH
Next 400 KWH/MO:	$.20.05/KWH
Over 500 KWH/MO:	$.18.89/KWH

Plus Fuel Surcharge

Commercial: (When billing demand is less than 20 KW.)

Minimum 50 KWH:	$.32.24/KWH
Next 50 KWH/MO:	$.24.11/KWH
Next 2900 KWH:	$.20.63/KWH
Over 3000 KWH:	$.18.89/KWH

Commercial: (When billing demand is 20 KW or more:
Demand charge all KW's $4.06/KW and:)

First 5,000 KWH/MO:	$.20.05/KWH
Next 20,000 KWH/MO:	$.18.89/KWH
Over 25,000 KWH/MO:	$.17.73/KWH

Plus Fuel Surcharge

EMPLOYMENT/LABOR:

Dillingham is the principal settlement in Bristol Bay where the fishery is of world wide importance as a good resource. The labor force is drawn from Western Bristol Bay and Nushagak Bay from Togiak to Koliganek, and includes a large number of available workers in all months except July.

Estimated Employment

Agriculture, Forestry & Fishing	100
Mining	0
Contract Construction	34
Manufacturing	135
Transportation, Communication & Public Utilities	96
Trade	101
Finance, Insurance & Real Estate	18
Service	144
Government	180

COMMUNICATIONS:

Telephone:

Supplier: Nushagak Telephone Co-operative, Inc., REA financed, subscriber owned.
Rates:

Residential 1 party:	$16.00/mo
Commercial 1 party:	$24.00/mo

MEDIA:

Newspaper: Bristol Baytimes

Television: 2 TV channels, the Alaska Satellite Television Program broadcasts on Channel 10 and Channel 2 Learn Alaska.

Radio: KDLG - Public Station; private FM station

CLIMATE:

	Average Temperature		
Period	**Min.**	**Mean**	**Max.**
January	8.5	15.7	22.9
July	45.6	55.1	64.7
Annual	25.7	34.1	42.5

Average Annual Precipitation: 25.8
Elevation: Sea level to 40 feet
Prevailing Wind Direction: North
Mean Hourly Speed: N/A

GOVERNMENT/TAXATION:

Dillingham is a first-class city with a city council and a City Manager form of government. Dillingham is not within an organized borough.

Taxes:

Sales Tax: 3%

Police Department: 1 Police Chief, 4 city patrolmen and 4 dispatchers; 1 State Trooper.

Fire Department: Rescue Squad: 22 volunteer members

Court Systems: Resident magistrate handles, misdemeanors.

Insurance Classification: 8 residential; 9 commercial

COMMUNITY FACILITIES:

	Classrooms:	Pupils:	Teachers:
Elementary	11	220	11
Middle School	4	80	4
High School	18	119	21
Private	2	26	2

Health Care: 1 private medical doctor. A 29 bed Bristol Bay Hospital located at Kanakanak, six miles by road, with 2 doctors and 1 dentist. 11 nurses and a pharmacist. Human Services program through Bristol Bay Area Health Corporation. There is also 1 private dental clinic staffed by 1 dentist: 1 public health nurse and a clinic; regular visits by veterinarian.

Recreation: School facilities, Dillingham Youth Center and the Senior Citizen's Center are used for movies, bingo, dances, wrestling, basketball games and community use. In season, skiing, boating, skating, camping, hunting and fishing.

Hotels/Motels: Dillingham Hotel and Bristol Inn.

General: There are 9 church denominations and 1 public library and museum in Dillingham.

COST OF LIVING:

Costs at Home as of June 1983: (Source: Cooperative Extension Service)

Minimum Costs for Food at Home per Week:	
% U.S. Average:	.219
Young Couple	$ 97.72
Elderly Couple	$ 87.78
Family of 4 with preschool children	$137.47
Family of 4 with elementary children	$165.63
Other Costs: (Also see Utilities section)	
Heating oil (55 gal)	$ 82.50
Gasoline, auto (55 gal)	$ 96.80
Propane (288 gal)	$

Housing:

Rentals: (rentals are at a minimum)

1-3 bedroom apartment:	$650-$14,000/month

Home Sales:

There are few hours for sale in Dillingham.

FURTHER INFORMATION:

Dillingham Chamber of COmmerce
P.O. Box 236
Dillingham, Alaska 99576

Department of Commerce & Economic Development
Office of Enterprise
Pouch D
Juneau, Alaska 99811
(907)465-2018

6/18/84

QUESTIONS:

1. What approach did the Togiak, Ruby, or Dillingham examples use in making their village profiles?

2. Which gave you the best understanding of village life? Why?

3. Were any important parts of village life left out of the descriptions?

4. If you were to describe life in your village to someone living elsewhere, what features would be important for you to present?

5. What media would you use (print, photographs, audiotape, videotape, or some combination) to make this presentation?

6. List your ideas on the blackboard and begin to organize your village profile. (Making a village profile will take time...this is something you can do during the first two months of this class.)

These informal guides might help you in the process of compiling your village profile:

1. Imagine the village as a living organism. How big is it? Where is its nerve center? How does it stay warm? What routes does it like to travel along?

2. Imagine the village like a university professor might. What is the history of the village? What are its economic patterns? How does it operate politically? How does it deal with disputes between its people (and outsiders)?

3. Imagine the village as an artist might. What are its main smells, sounds, sights, colors? How does the village feel to you? How could you represent these emotional tones so that an outsider might also understand?

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LESSON 2: Planning Your Future

Objectives:

1. Students will become aware of planning in their everyday lives.
2. Students will be able to state some of the most important resource issues affecting their region, and how these may impact their village.
3. Students will be familiar with one example of a planning group: the Bristol Bay Cooperative Management Plan.

Procedures:

1. Have students read text.
2. Ask the class to brainstorm: why are people interested in developing Bristol Bay? Write their comments on the blackboard.
3. Show the class "Bristol Bay: Planning for the Future" videotape (30 min.). This videotape discusses the importance of the Bristol Bay Cooperative Management Plan and was produced by the Bristol Bay Study Group. Various government and corporation leaders give statements of interest.
4. Have students take notes, writing down important issues and impacts.
5. Lead discussion, comparing their original ideas of development with what they learned from the videotape.

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Text

"Planning your future" is something you do every day, even if you don't think of it exactly that way. Holding a dance at the school, getting friends together to go berry-picking, even figuring out what to eat for lunch, all take some amount of planning. (You probably even follow the three basic steps of planning when you do these things: (1) set goals, (2) inventory resources and collect public input, (3) set management guidelines and implement your decisions [do what you've planned].)

These same principles of day-to-day planning apply to the larger worlds of high finance, land management, and political strategies. Perhaps you think these worlds have nothing to do with you, or that you have nothing to do with them—that only J.R. Ewing and his pals make a real mark. Not so! Decisions you make about your lands and resources involve millions of dollars, government agencies of all sorts, multinational corporations, the future and well-being of an entire culture... Even J.R. never had that much at stake! If this course accomplishes nothing else, it should impress you with how much each one of you can do to direct the path of your own future, the future of your village, or of your state.

For this lesson, view the videotape "Bristol Bay: Planning for the Future." This videotape introduces the Bristol Bay Cooperative Management Plan (BBCMP)—ordered by Congress—and examines some of the important resources and planning issues facing the Bristol Bay region. Also, read the text further explaining the BBCMP.

This is what Congress said in forming the BBCMP:*

"The purpose of this section is to provide for the preparation and implementation of a comprehensive and systematic cooperative management plan... agreed to by the United States and the State--

> 1) to conserve the fish and wildlife and other significant natural and cultural resources within the region;
>
> 2) to provide for the rational and orderly development of economic resources within the region in an environmentally sound manner;
>
> 3) to provide for such exchanges of land among the Federal Government, the State, and other public or private owners as will facilitate the carrying out of paragraphs (1) and (2);
>
> 4) to identify any further lands within the region which are appropriate for selections by the State under Section 6 of the Alaska Statehood Act and this Act; and
>
> 5) to identify any further lands within the region which may be appropriate for congressional designation as national conservation system units."

In other words, Congress wanted all the federal and state agencies involved in overseeing Alaskan lands to work together on land planning, instead of cross-purposes. In response to this request, the Bristol Bay

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Cooperative Management Plan (BBCMP) Study Group was formed, with representatives from:

- Federal (U.S.) agencies:
  - U.S. Fish and Wildlife Service
  - U.S. Bureau of Land Management
- State (Alaskan) agencies:
  - Alaska Department of Natural Resources
  - Alaska Department of Fish and Game
- Regional (Bristol Bay) agencies:
  - Bristol Bay Borough Coastal Management Plan
  - Bristol Bay Coastal Resource Service Area
  - Aleutians East Coastal Resource Service Area
- Native Interest Representative:
  - Bristol Bay Native Corporation

These agency representatives, with their staffs and "working groups," have spent two years attempting to put together a comprehensive land planning scheme for Bristol Bay. To do this, they had to carve out delicate compromises—or "trade-offs"--between the conflicting interests of Study Group members (agency representatives often feel the need to protect "their" territories from other agencies), and have tried to include the concerns of local people, state interests, national interests, business, conservationists, sportsmen, subsistence fishermen and hunters, oil and gas developers, miners, and land-hungry urbanites, among others.

The Plan is now finished, and, with the Governor's approval, has become the State's "Area Plan" for Bristol Bay. It contains recommendations about fish and wildlife management, subsistence protection, oil and gas development, transportation (road or pipeline building) alternative energy (primarily hydroelectric power), state land disposals, settlement patterns, and mineral development. These issues are by no means "settled," though. They will continue to be a source of controversy for years to come. Coastal Resource Service Area boards, Fish and Wildlife advisory councils, Federal Refuge planning groups, and the like will continue to need direction from you in regulating the use of these lands and resources.

*In Section 1203 of Title XII in the Alaska National Interest Conservation Act (ANILCA). ANILCA is sometimes called "D-2" legislation because it, in part, addresses problems raised by the d(2) Section of ANCSA.

UNIT II: VILLAGE CORPORATIONS

OBJECTIVES:

1. The students will gain understanding of the history, structure, and function of village corporations.
2. The students will gain group decision-making, public speaking, and interviewing skills.
3. The students will realize the amount they and their neighbors already know about their land and resources.
4. The students will gain map-reading and map-making skills.
5. The students will be able to apply "planning" concepts and terminology to current and potential situations facing their own villages.

LESSONS:

1. Introduction to Village Corporation Unit.
2. The Structure of a Village Corporation.
3. How a Corporation Works: Profit is the Bottom Line.
4. The Planning Process.
5. Forming a Village Corporation and Choosing Officers.
6. Setting Goals and Objectives.
7. Map Reading Skills: Scale and Topography.
8. Inventory Resources and Obtain Public Input (Step A)
9. Inventory Resources and Obtain Public Input (Step B)
10. Inventory Resources and Obtain Public Input (Step C)
11. Size and Shape of Land.
12. Select Village Lands.
13. Reality Check.
14. Corporate Investment Decisions.
15. Corporate Organization: Subsidiaries, Management Agreements, and Mergers.

Optional Lesson: Pressure Points

MATERIALS LIST: Note: Items in brackets refer to either resources available in your school or resources that must be requested in advance.

Lesson 1 - Text.

[Videotape:* "Land and Resource Management" (part 1) - 22 min.]
Videotape outline and "Summary of the Script"

Lesson 2 - "Stock, Corporations and the Native Land Claims Settlements"

Lesson 3 - [Videotape:* "Judy Nelson"]

Lesson 4 - Text.

[Audiotape:* "Alice Ruby" (12 min.)]
Audiotape outline

Lesson 5 - Text.

"A Booklet of Parliamentary Procedures"

Lesson 6 - Text.

Lesson 7 - [Topographic map — See order forms enclosed. Map(s) must be ordered directly from the USGS Fairbanks Office.]

[classroom "Peoples of The Arctic" polar projection.]

Text.

Lesson 8 - Topographic map obtained in Lesson 7.

Text.

Lesson 10 - Text.

[School library copy of Bristol Bay Coastal Management Program, Volume 1: Resources Inventory]

Lesson 11 - Text.

Lesson 12 - Text.

Lesson 13 - Text.

Lesson 14 - Text.

Lesson 15 - Text.

Optional Lesson - Text.

*Copies of audiotapes and videotapes may be obtained by writing

College of Human and Rural Development
Resource Center
505 Gruening Building
University of Alaska-Fairbanks
Fairbanks, Alaska 99775

Blank audiotapes and VHS videotapes must accompany each request. Whenever possible, more than one program will be dubbed onto a tape.

ALASKA

MAP ORDER FORM

JANUARY 1985

Mail this order form to:

ALASKA DISTRIBUTION SECTION, USGS
BOX 12, NEW FEDERAL BUILDING
101 12TH AVENUE (ROOM 126)
FAIRBANKS, ALASKA 99701

PHONE 907-456-0244

Please send maps to:

(YOUR ZIP CODE NUMBER IS REQUIRED)

Customer Order No.	Do not write in this spac
Date	
Total Maps Ordered	
Amount Enclosed: $	

MAPS 1:63,360 = 2.50 each

PREPAYMENT IS REQUIRED

This order must be accompanied by check or money order payable to: DEPARTMENT OF THE INTERIOR - USGS

DISCOUNT: On an order amounting to $500.00 more, a 50% discount is allowed.

HOW TO SHIP:

☐ 4th Class (at no additional cost)

☐ Airmail and/or

☐ Special Delivery (charges to be billed)

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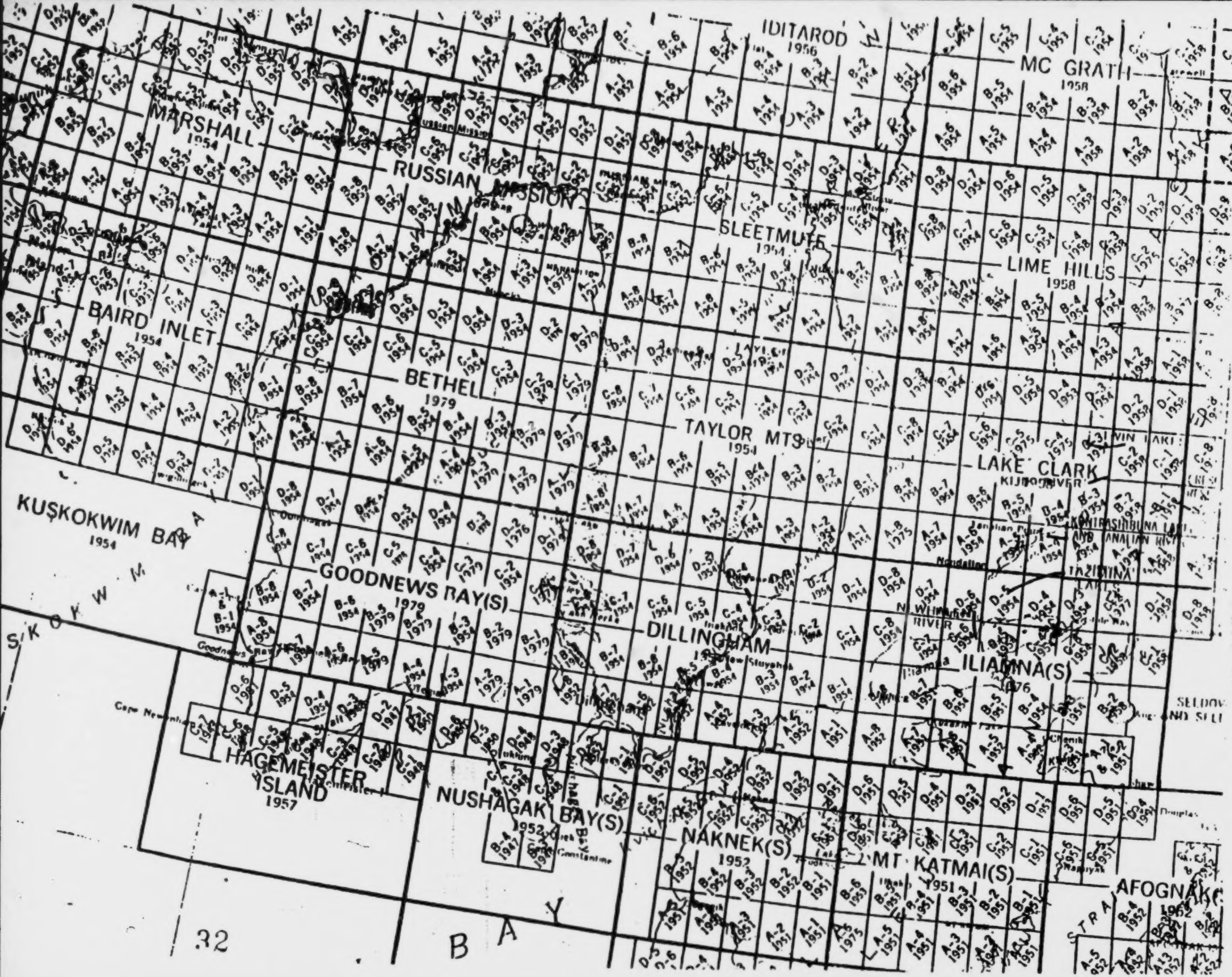
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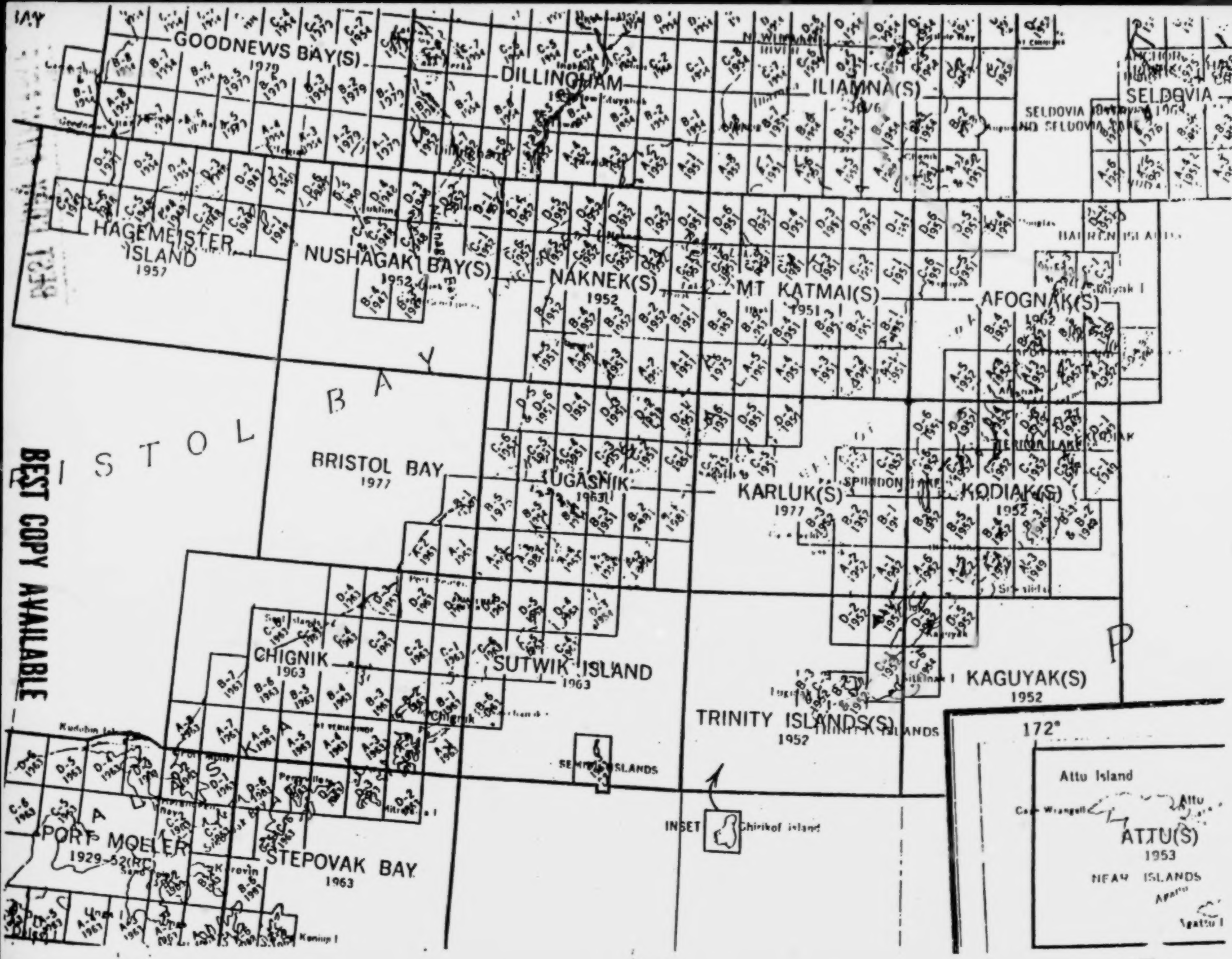
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MAPS OF THE UNITED STATES AT THE SCALE OF 1:250,000. Alaska
covered by 153 maps in this series. All of the maps are available in
h CONTOUR and SHADED-RELIEF editions except the following, which
available in contour only: Adak, Amukta, Anchorage, Atlin, Atka,
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lingham, Hagemeister Island, Healy, Icy Bay, Kenai, Kuskokwim Bay,
rshall, McCarthy, McGrath, Meade River, Middleton Island, Mt. Fair-
ather, Mt. Hayes, Mt. St. Elias, Ophir, Point Hope, Point Lay, Port
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___ Fort Yukon
___ Gareloi Island
___ Goodnews Bay
___ Gulkana
___ Hagemeister Island
___ Harrison Bay
___ Healy
___ Holy Cross
___ Hooper Bay
___ Howard Pass
___ Hughes
___ Icy Bay
___ Iditarod
___ Ikpikpuk River
___ Iliamna
___ Juneau
___ Kaguyak
___ Kantishna River
___ Karluk
___ Kateel River
___ Kenai
___ Ketchikan
___ Killik River
___ Kiska
___ Kodiak
___ Kotzebue
___ Kuskokwim Bay
___ Kwiguk
___ Lake Clark
___ Lime Hills
___ Livangood
___ Lookout Ridge
___ Marshall
___ McCarthy
___ McGrath
___ Meade River
___ Medfra
___ Melozitna
___ Middleton Island
___ Misheguk Mountain
___ Mt. Fairweather
___ Mt. Hayes
___ Mt. Katmai
___ Mt. McKinley
___ Mt. Michelson
___ Mt. St. Elias
___ Nabesna
___ Naknek
___ Noatak
___ Nome
___ Norton Bay
___ Nulato
___ Nunivak Island
___ Nushagak Bay
___ Ophir
___ Petersburg
___ Philip Smith Mtns.
___ Point Hope
___ Point Lay
___ Port Alexander
___ Port Moller
___ Pribilof Islands
___ Prince Rupert
___ Rat Islands
___ Ruby
___ Russian Mission
___ Sagavanirktok
___ St. Lawrence
___ St. Matthew
___ St. Michael
___ Samalga Island
___ Seguam
___ Selawik
___ Seldovia
___ Seward
___ Shishmaref
___ Shungnak
___ Simeonof Island
___ Sitka
___ Skagway
___ Sleetmute
___ Solomon
___ Stepovak Bay
___ Sumdum
___ Survey Pass
___ Sutwik Island
___ Table Mountain
___ Taku River
___ Talkeetna
___ Talkeetna Mtns.
___ Tanacross
___ Tanana
___ Taylor Mountain
___ Teller
___ Teshekpuk
___ Trinity Islands
___ Tyonek
___ Ugashik
___ Umiat
___ Umnak
___ Unalakleet
___ Unalaska
___ Unimak
___ Utukok River
___ Valdez
___ Wainwright
___ Wiseman
___ Yakutat

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ALASKA SPECIAL MAPS and SHEETS (prices indicated)

ALASKA MAP A	ea	2.10		ALASKA MAP E (Base)	ea	4.00
ALASKA MAP B (Base)	set	6.00		ALASKA MAP E (Shaded Relief)	ea	4.00
ALASKA MAP B (Contour)	set	8.00		MT McKINLEY NATIONAL PARK (Contour)	ea	4.00
ALASKA MAP C	ea	.70		Mt McKINLEY NATIONAL PARK (Shaded Relief)	ea	4.00
ANCHORAGE & VICINITY	ea	4.00				

ALASKA National Interest Lands Conservation Act Map, Scale 1:2,500,000	ea	4.00	
ALASKA National Interest Lands Conservation Act Map, Scale 1:5,000,000	ea	4.00	

1:1,000,000-SCALE MAPS (4.50 each)

ANCHORAGE (NP 5,6)		FAIRBANKS (NQ 5,6)	
ANDREANOF ISLANDS (NM 1 NN1,2)		KODIAK (NO 5,6)	
ATTU ISLAND (NM,NN 59,60,1)		MacKENZIE BAY (NR 7,8)	
BARROW (NR 3,4)		NOME (NO 3,4)	
BETHEL (NP 3,4)		PRINCE RUPERT (NN 8,9)	
BRISTOL BAY (NO 3,4)		ST LAWRENCE ISLAND (NP 1,2)	
COLD BAY (NN 3,4)		SITKA (NO 7,8)	
DAWSON (NQ 7,8)		UMIAT (NR 5,6)	
DEASE LAKE (NO 9)		WHITEHORSE (NP 7,8)	

UNITED STATES MAPS (prices indicated)

Map 2-A	set	6.10		MAP 6-A (50-State)	ea	4.00
Map 2-B	set	6.10		Map 7-A	ea	2.40
Map 3-A	ea	3.10		Map 7-B	ea	2.40
Map 3-B	ea	4.00		Map 7-C	ea	2.40
Map 5-A	ea	2.40		Map 10-A (50-State)	ea	3.10
Map 5-B	ea	2.40		Map 11-A	ea	1.20
Map 5-C	ea	2.40		Map 16-A	ea	.70
Map 5-D	ea	2.40				

OTHER MAPS

Map of North America	1 Piece,	1:10,000,000,	approx 3' x 3'	ea	3.10	
World Map	1 Piece,	1:30,000,000,	approx 3½' x 4½'	ea	4.30	
World Map	3 Piece,	1:22,000,000,	approx 5' x 8½'	set	10.80	
World Map	6 Piece	1:14,000,000,	approx 9' x 11'	set	36.00	

MISCELLANEOUS

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VILLAGE CORPORATIONS

LESSON 1: Introduction to Village Corporation Unit

Time: One or two class periods.

Objectives:

1. Students will be able to explain, in simplest terms, the origins of Native Corporations.
2. Students will be aware that the concept of land ownership is a relatively new one for Alaskan Natives.
3. Students will begin to appreciative how Native corporations can affect their lives.

Procedures:

1. Have students read text.
2. Conduct an informal survey of your students' level of knowledge and interest in these issues. Have students complete the following brief "matching quiz."

    1. ANCSA
    2. BBNC
    3. BBNA
    4. BBAHC
    5. ANILCA
    6. WACMA

    a. Profit-making Native corporation
    b. Legislation which created Native corporations
    c. Fish marketing organization
    d. "d(2)" legislation
    e. Employs Health Aides
    f. Non-profit Native association

    Do not be surprised if the students' level of knowledge is low. Many people know little of these matters. Yet there are good reasons for learning about them, some of which are well presented in the videotape, "Land and Resource Management (part 1)."

3. Show the "Land and Resource Management (part 1)" videotape (Alaska Native Human Resource Development Project, 22 minutes viewing time). This excellent program covers a brief history of pre-contact life and land-use strategies; ANCSA; the formation of native corporations; and the need for "management of change."
4. Conduct "suggested discussions and exercises for part 1" (see following pages).

Vocabulary:

aboriginal
conveyance
inherited
monetary settlement
resource management
stock
title

Text:

Russian traders arrived in Alaska in the mid-1700's. At that time, Alaska was inhabited primarily by Eskimos, Indians, and Aleuts—approximately 74,000 of them. These people (collectively called Alaska Natives) spoke dozens of different languages and belonged to many distinct cultural groups. They lived in separate geographic regions of the state, yet no Native group declared that it owned its land: the Natives simply lived off their land, using it in common. Today's concept of land ownership did not apply to Natives in Alaska's earlier history.

Two centuries after the Russians arrived, in 1971, after a long battle, the United States Congress passed the Alaska Native Claims Settlement Act (ANCSA). This act awarded Alaska Natives approximately 44 million acres of land and one billion dollars. In exchange, Alaska Natives gave up any future claims to additional Alaska land.

For the distribution of this land and money, Congress directed that regional and village Native corporations be formed. Lines were drawn on a map of Alaska in order to establish twelve regions. A Native regional corporation was formed in each region. Then, village corporations were formed in each Native village with 25 or more residents. When the corporations were established, the 44 million acres of land and one billion dollars were divided among the corporations; only a small amount of cash went directly to individual Natives. Alaska Natives were given shares of stock (100 shares each) in their village and regional corporations. Each Alaska Native became part owner of his or her village corporation and the regional corporation that contained his or her village.

Of the 44 million acres, 26 million went to the village corporations, and 16 million to several regional corporations. The remaining acres, which include historical sites and existing Native-owned lands, went into a land pool. Land in this pool was used to provide land to small villages of fewer than 25 people. The remainder of the land in the pool was divided up among the 12 regional corporations.

After years of effort, most Native corporations (regional and village alike) have selected the land they want. They are still waiting to receive title to many of these lands from the federal government, however.

The Bristol Bay Native Corporation has about 5,500 stockholders, of whom about 3,300 live in one or another of the 29 villages within the region. The other 2,200 stockholders live outside the region.

Dillingham, with a population of 1,852, is the largest of the Bristol Bay villages. There are now 23 village corporations in the Bristol Bay region. In 1971, there were 29 village corporations here, but since then some village corporations have merged with others, reducing their total number.

Video: LAND AND RESOURCE MANAGEMENT (tape outline)

Part 1 (total viewing time: 22 min.)

Part 1 provides the following information:

A. Introduction to the tapes by Emil Notti

B. Alaska before the arrival of man —The development of the environment as a natural system — Natural disasters and natural recoveries

C. The arrival of man into the system — The effects that humans have on the natural resources — The new kinds of demands that are placed on the environment — The development of subsistence life styles — The use and care of the land and resources through subsistence practices

D. The arrival of non-Native people over 200 years ago — New demands placed on Alaska's resources - Conflicts led to the Alaska Native Claims Settlement Act — The new type of control that Alaska Natives have over their land because of the Act — The need for new land and resource management skills — Traditional management, a basis for the new management — The "management of change"

E. The new economics brought about the ANCSA — New complications of the Native life style necessitates making new kinds of decisions — The need to decide how land and resources can serve as a source of income, as well as a provider of traditional uses.

SUMMARY OF THE SCRIPT

Land and Resource Management may be a new name but is is not a new idea. Land and Resource Management has been practiced to some degree ever since man first came to Alaska. Before man's arrival, the environment was untouched. Plants and animals interacted with each other and their environment. There were natural disasters but also natural recoveries. When people entered the area, they began to use various resources. At least two things happened: 1) there was additional use of the products of the land, and 2) value was placed on the various products. People took what they needed for survival.

As people increased, pressure on the land and on the resources also increased. Resources is the word for the products we use from the land. The total amount of products on the land we call the resource base. Taking care of the resource base is called resource management. Land and resource management is the way people can work with nature to provide for their needs.

For centuries, Alaska Natives have had a close relationship to the land and its resources and have developed unique subsistence life styles. Traditionally, they practiced their own kind of resource management. They learned to protect the resources on which they depended, developing specialized hunting and fishing techniques. People lived their subsistence life style in such a way that no significant damage was done to the resource base, and things that were used kept coming back.

With the arrival of non-Native people over 200 years ago, demands on Alaska's resources increased. Eventually, conflict developed over the use of land and resources. These land conflicts led to the Alaska Native Claims Settlement Act (ANCSA) in 1971. ANCSA put the Native people in control of their own land again, but in new and different ways. The enactment of this act brought into being Native profit-making corporations which are altering the subsistence relationship to the land and forcing the Native people to deal with the concepts that come with a profit-making way of life: land ownership, land surveys, resource development for profit, and services for sale. To implement these new concepts, ideas and management skills for taking care of the resources as landowners are needed. Traditional management provides much of the basis for the new management. Tradition worked because it balanced the use of resources by the people with the capacity of the land to provide these resources. The knowledge of the past must be carried into the future and be made a part of the new management systems as they evolve. If they wish to, people must be allowed to keep the traditional values. However, in order to continue subsistence uses along with the new uses, it will be necessary to develop more intensive management — to manage for subsistence. We can't stop change from happening but we can influence how it happens — this is called "management of change."

ANCSA extinguished all aboriginal land claims, and in exchange provided for conveyance of title to 44 million acres of land and almost one billion dollars in monetary settlement. It will be the responsibility of Alaska Natives to manage their land so it continues to provide the resources that might be needed in the future. New kinds of decisions will have to be made by people whose lives are now more complicated than they were in the past. In deciding how to use the land and resources, consideration must be given to the ability of the land to generate income, for Native people are now more dependent upon goods and services and no longer live completely off the land. People in many villages see the need to develop skills in land and resource management so that the land and resources can meet as many of the needs of the people as possible without harming the resources or life style.

- END PART 1 -

SUGGESTED DISCUSSIONS AND EXERCISES FOR PART 1

(Note: These discussions and exercises are included to generate group or individual participation. They are meant to enhance the learning process. The facilitator may wish to use them as they are written or to elaborate upon some and to disregard others that are not relevant to the particular class situation.)

1. Discuss the major changes that have taken place over the past 250 years in Alaska which have affected subsistence lifestyles.
2. What did ANCSA provide in exchange for Native people relinquishing their aboriginal land claims?
3. Why is a cash economy important to Alaska Natives? List some absolutely essential items for which you have to pay cash.
4. What is the definition of land and resource management?
5. Discuss some of the changes that took place in Alaska which led to the Alaska Native Claims Settlement Act. (Chapters 1-4, Alaska Native Lands Claims by Robert D. Arnold)
6. Talk to several hunters and trappers in your village and try to determine how much land your village depends upon for its subsistence resources. Show this on a map.

LESSON 2: The Structure of a Village Corporation

Time: Two or three class periods, minimum.

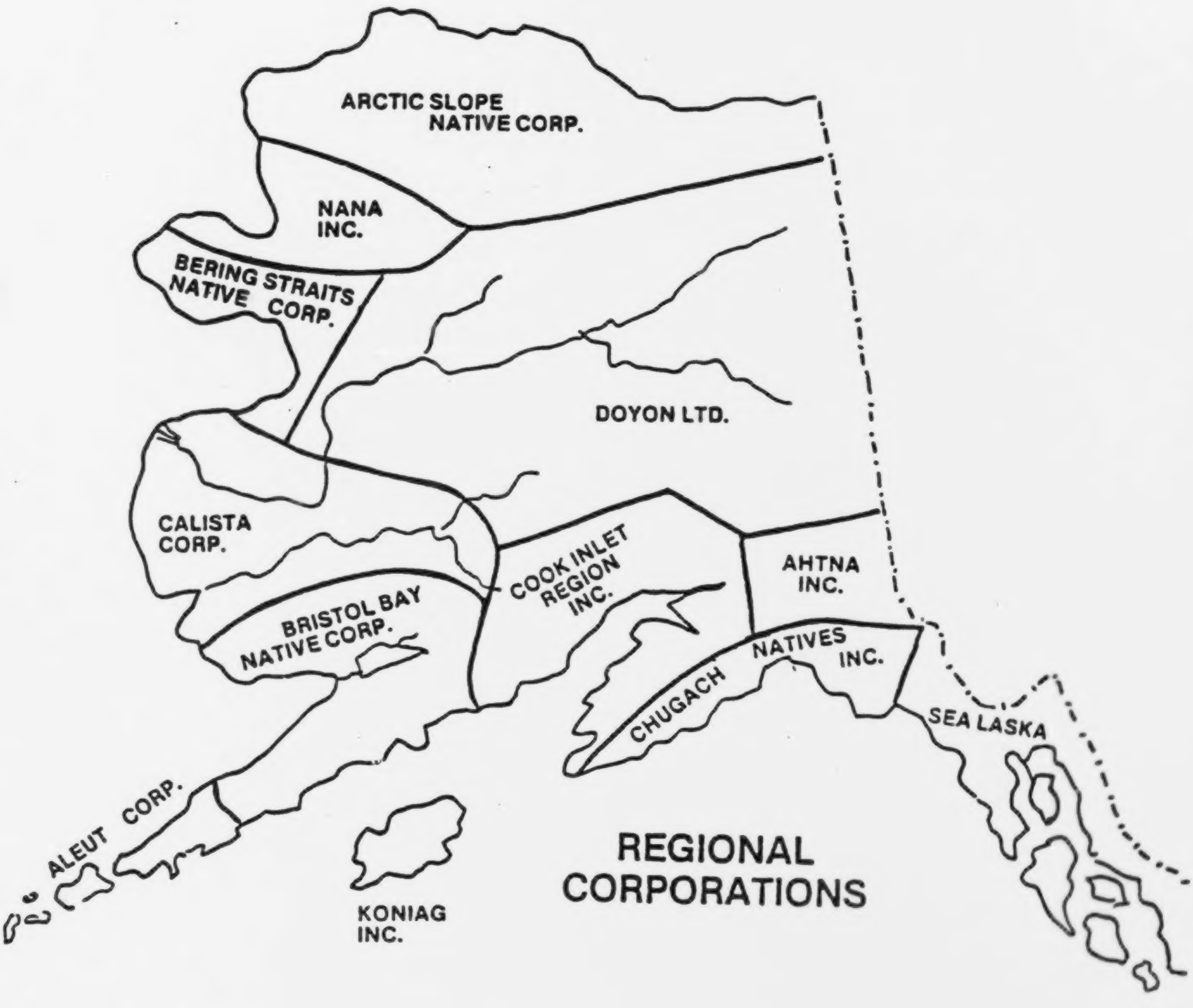
Objectives:

1. Students will understand the function and structure of the Village Corporation.
2. Students will understand the benefits and deficits of being in a Corporation.
3. Students will be able to answer questions about corporate terminology.

Procedures:

1. Have students read accompanying material: "Stock, Corporations and the Native Land Claims Settlement."
2. Split the class for a Vocabulary Duel (see following page).
3. Follow up with a class discussion on the reading. (The article contains possible discussion questions.)

ALASKA NATIVE CLAIMS SETTLEMENT ACT


ARCTIC SLOPE NATIVE CORP.
NANA INC.
BERING STRAITS NATIVE CORP.
DOYON LTD.
CALISTA CORP.
COOK INLET REGION INC.
AHTNA INC.
BRISTOL BAY NATIVE CORP.
CHUGACH NATIVES INC.
SEA LASKA
ALEUT CORP.
KONIAG INC.
REGIONAL CORPORATIONS

Vocabulary:

This is a longer vocabulary list than you will ordinarily see in these lessons, because the article that serves as its text covers a lot of fairly technical information. We've been warned, in fact, by some of the teachers who piloted this curriculum, that this article was difficult for their students to understand. For that reason, we suggest spending a few days on this lesson.

All of the following vocabulary words are marked in the article. Split your class into two groups for the Vocabulary Duel. Students should work together to define each term (through its context in the article, other resources, and your assistance). When completed, the two groups trade lists, and ask questions of each other about the meaning of the terms.

(1)

Articles of Incorporation
assets
balance sheet
board of directors
bylaws
certificate
charter
civil action
contract
cooperative
directors
dividends
downpayment
dummy corporation
employees
expenses
headquarters
heirs
independent legal person
independent under the law
interest
invest

(2)

investment capital
liquidate
managers
officers
owners
partnership
part-ownership
par value
piercing the corporate veil
profits
property
proxy
retained earnings
royalties
shareholders/stockholders
shares (of stock)
sole proprietorship
stock
sue (lawsuit)
wealth
wholesale
working capital

stock, corporations, & the native land claims settlement

One of a Series of Articles on

THE NATIVE LAND CLAIMS

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STOCK, CORPORATIONS, AND THE NATIVE LAND CLAIMS SETTLEMENT

By

Stephen Conn
Associate Professor of Law
ISEGR, University of Alaska

One of a Series of Articles on

THE NATIVE LAND CLAIMS

COMPILED & PRODUCED
JOINTLY BY

ALASKA DEPARTMENT OF EDUCATION

AND

CENTER FOR NORTHERN EDUCATIONAL RESEARCH
UNIVERSITY OF ALASKA – FAIRBANKS

Dr. Marshall L. Lind
Commissioner of Education

Frank Darnell
Director, Center for Northern Educational Research

ARTWORK: CANDACE OWERS

JUNE 1975

50

TO THE READER

This booklet is one of a collection of articles written by people who are interested in Native land claims. As you will see, all of the people do not agree. They present their ideas for you to read and discuss. You may be excited about some of their ideas because you think they are absolutely right, or very wrong. When you have finished reading the articles, you will probably have done a lot of thinking about Native land claims and Alaskan politics.

Politics is not an easy field to understand. And yet politics is what the Native land claims are all about. Most of the articles were written by people who have spent a lot of time working in the world of politics. These people have a whole vocabulary which most students have not yet learned. So, to help students understand the reading, there is at the beginning of each article a list of definitions of terms. Any words in *italics* are explained for you at the beginning of that article, or an earlier one.

At the end of some articles are questions which you can ask yourself. In the margin, next to the question are numbers. If you go back to paragraphs in the article with the same numbers, and reread, you can increase your understanding. We cannot say you will always have definite answers but you may form your point of view.

ARTICLES AND AUTHORS

Stock, Corporations, and the Native Land Claims Settlement	Stephen Conn Associate Professor of Law ISEGR, University of Alaska
Environmental Issues in the Land Claims	Guy Martin Alaska Legislative Aide to the Late Congressman, Nick Begich
New Tribes for New Times	Guy Martin Alaska Legislative Aide to the Late Congressman, Nick Begich
The Politics of Passage	Guy Martin Alaska Legislative Aide to the Late Congressman, Nick Begich
Politics and Alaska Natives	Harold Napoleon Director, Yupiktak Bista
Village Alaska	Harold Napoleon Director, Yupiktak Bista
Future Land Use Planning Alternatives for Alaska	Walter B. Parker Associate in Systems Planning Arctic Environmental Information and Data Center University of Alaska
Planning How to Use Land in Village Alaska	Bob Weeden Professor of Wildlife Management University of Alaska

STOCK, CORPORATIONS, AND THE NATIVE LAND CLAIMS SETTLEMENT

The Alaska Native Land Claims Settlement Act gave every Alaskan Native the right to be a shareholder in at least two corporations.

What are Corporations?

Why did this important law give people shares of stock in corporations instead of just dividing up all of the land and money between them?

Think about the store where you and your parents purchase food and clothing. You probably know the name of the man who runs it. It may be his personal business. The money he makes and the money he owes go in and out of his pocket. If that is true, the law says that the store and the owner are the same. More likely, however, he keeps the store money separate from his own money and family expenses. If that is true, the store may be a corporation with its own separate and special legal identity and legal name. This is hard to understand but is something we will discuss again and again. It is one of the most important points about a corporation. A corporation is an independent legal person, just like you or me. It is given life not by birth but by a charter issued by the state government. Its organizers must file papers, called the Articles of Incorporation, with the state. These Articles of Incorporation give the name of the organization (its legal name, such as Alaska Airlines, Incorporated) and tell the state what its purposes will be, what businesses it plans to pursue.

The main place of business is listed. This is the company's legal headquarters. Also listed are the names of the organizers (the incorporators) and the managers of the business (called the directors).

There is another important legal paper that the state receives. It is called the bylaws. The details of how the corporation's officers and directors will be chosen are included in the bylaws. Also how the corporation will give shares of stock to people who have investments in the corporation. The bylaws tell how many shares of stock will be issued. Sometimes they place a dollar value on each share.

What does it mean to be independent under the law from the people who invest money or property in you. What does it mean to be a shareholder in a corporation as you and other members of your family are?

The Corporation can buy and sell things. It can borrow money or lend it just as you or I can as adults under the law. It pay taxes. It can get rich. It can go broke.

In a small village store one man may be the only stockholder and the manager because only he invested money in it. In the regional and village corporations, the government has invested money and land that belongs to Natives into corporations and made the Natives shareholders. Some of these same shareholders will help to run the corporations.

How Your Money and Land Will Be Used

You and each member of your family are shareholders in a regional corporation and possibly in a village corporation as well. This means that you are a part owner in each of these. It does not mean that you have lent money to somebody else. You start off as owner.

Forty million acres of land owned by Alaskan Natives and $962.5 million dollars will go to the corporations. The corporations will manage the land and the money for the owners of these corporations: this is for you and other shareholders.

You still receive some of the money from the corporations. They will pass it on to you to spend, save, and enjoy. Each corporation will also hold some of the money and most of the land and work with it to make profits. These profits, called dividends will be divided up among shareholders. Dividends can be money or part-ownership in other corporations - other shares of stock that have money value.

So far we have talked in general about many important things. Let us step back a little and consider the real reasons for corporations, investments, stockholders, etc.

Why Corporations?

To understand what a corporation is and why corporations got the land and money to manage, first think about the way people cooperate to get things done and to provide the things they want or need to live happy lives.

For example, to hunt a whale for a village, can a single man do it alone? No, in a boat there are many different jobs to be done. Also, it costs a great deal to outfit a crew. There must be a number of people, each doing different and important jobs. Also, there must be one man who is rich or several men with money and gear who are ready to furnish a boat and gear.

But even where one man (as is the case of an umealik in Northern Eskimo villages) provides the gear and the boat and gets the men together for a crew, is that enough? Usually not. A village needs several crews to hunt the whale to help get it in, cut it up and divide it for people in the village. Several crews also mean that there is a better chance to get a whale and to do the necessary work - to win the fight against time and weather - and to guarantee that whale meat will be divided and stored for the enjoyment of the entire village.

The problem for people who need whales is not that there is not enough whale meat to feed a large number of people. The main reason that Eskimo people have worked together to hunt whales is that it was necessary to combine the work and property of many people in just the right way.

One of your classmates might ask, "Suppose that twenty of us go up to the Arctic next spring and pool our money, can we get ourselves a whale?"

The answer is, "Of course not." Now there is a law to protect whales against non-Native hunting. But even without the law people who work on a whaling crew don't just get together in Fairbanks and go up there to hunt one. They have not learned how to do specific jobs. Having money in your pocket will not get you anywhere. You need special skills and special equipment for the hunt.

Finally, and most important, you need to know how to work together to get a whale. You need to know the rules. Crew members look to their whaling captain to organize them and their work. And there are rules that these people know for dividing up a catch. Once again, it isn't just any group of people and their money, but trained people and special equipment used in the right way that gets a whale.

Suppose that in days gone by you lived in Seattle. You had never hunted whales. You knew other people who wanted to buy whale oil, baleen, and whale meat in Seattle. You also knew experienced whalers in Seattle; but these men did not have money for the food and equipment necessary to make the long trip. What would be the best way to handle your problem?

1. You could give up.

2. You could quit your job, sell your house and move to an Eskimo village. But maybe the local people in the village would not like that. And maybe your family would object.

3. You could send the other people whaling because they knew how to do it.

If your idea were to hunt whales in order to sell the oil, baleen and make money from this to live better in Seattle, you would be smarter to invest your money in people and in equipment and let them get the whale.

Money to Spend and Money to Invest

We all know what we can do with money in our pockets. We can buy food and things for our family to enjoy when we cannot make them ourselves. But how will the large amount of money and land that Alaska's Natives receive be used to give us money we need now and to make money for our children and for their children? This was the question that lawmakers and Native people asked themselves. How can land and money that belongs to many different people in many villages and cities work for the benefit of all of these people? How can these large groups of Eskimos and Indians organize their property to "hunt the whale" (or buy businesses) without doing all of the work as individuals?

Can all people who are owners, women, men and even little children, share the work of drilling for oil or mining on their land? Of course not. Do they want to do this work. Of course not.

The answer is to hire people, Natives and non-Natives, to do things with this land and money to make more money so that this wealth will last for generation after generation.

A corporation is the way the law provides to:

1. Bring together the property of different people who may be widely scattered, young and old, and who have different skills and ideas about how to spend their time.
2. Put men and women who have been specially trained in charge of that property to manage it for the owners.
3. Have managers do what is necessary to make money for the owners.

Investment - Familiar Ways

There are different ways that people invest their money, their property, and even their own labor in order to get things for themselves or their families. Let us look at a few examples.

Sole Proprietorship

Do you know a man in your village who runs a trapline to catch fox or some other animal? He buys some of his food and equipment when he sells or trades furs. Nobody pays him. He dosen't get a paycheck unless he has another job. He does get money and other things for the products of his work, his furs.

This man is investing in himself. The time, money, and equipment that he puts into his job are his investment. It could be called his working capital. The cost of his traps and gear, feed for his dogs, or his snowmobile and its fuel, are all expenses paid out of his investment. What he makes after getting money for his furs and subtracting costs (paying his bills) are his earnings or profits. He may take all of his profits and buy things for his family to enjoy - for example, a radio or cassette player or an oil stove. He may decide to keep some of his earnings in a bank or at home to buy new traps or a new snowmobile for next winter. The money he holds back for his work is called

retained earnings. He holds that money back to have working money (capital) for next year.

This man's business is not a corporation. It is a sole proprietorship, big words that mean that the law sees that he works for himself. He is his own boss. His business is not separate.

Can you think of other examples of people who work for themselves in your village (e.g., an ivory carver or a man who makes baleen boats)? What do they need to buy? What do they do with the money they make?

Partnership

Let's suppose that our friend the trapper did not have enough money to buy new traps or to buy a snowmobile. However, he met Ted, an Eskimo who lived in Fairbanks and went to the University. Ted had some savings and agreed to pay for half of the payments on the snowmobile and to split the cost of the traps. So, Ted was investing money in our friend's work.

You probably know of many examples of family members who help one another in situtations such as this. But family members who help each other (or neighbors in the village who hunt together) are a different sort of thing. Hunting partners who are neighbors, or family members, understand how they will share the work and rewards of work. They see each other in the village and can talk about their work together as they do it. They can invest money or sweat or gear in other people's work because they understand how they will split up what they get to "pay back." Even if one person does not pay back another, he knows that he will do a favor for the other person when the other person needs one.

But the story we are discussing is a little different. Ted is not from the village and doesn't know how things work there. He puts money into our friend's business because he wants to share the profits or earnings from the furs. He does not want to wait for a favor when he needs one.

Ted and our friend are partners. They are in business together but they do not own a corporation. The business, again, is not separate from them. Why does this matter? We will see several reasons later. Let us return to our story about the man from Seattle who wanted to go whaling to get products from whales.

Corporations Protect People

Suppose the man in Seattle did not organize a corporation. Instead he put up money and other men put up their time and went whaling. They also hired other men to go. The one man stayed in Seattle. But he was a partner.

Now suppose that the ship the whaler took was rotten and sunk on the way to the whaling grounds. The man in Seattle and his partners owned the ship. The widows and children of all the men on the ship could go to the court and sue the man left in Seattle. They could ask the judge to make him pay for the loss of their husbands. The man in Seattle would be in a lot of trouble. He had been willing to take a chance with some of his money by buying a ship, and hiring men to run it. But now because he owned the ship, the court might ask for all of his money to pay the widows and children—including money that he had saved for his own family.

This trouble would not happen if the man and his partners had invested in a corporation. The corporation would have hired the men and bought the ship and things needed to hunt the whale. If he and the others had invested their money in a corporation, the equipment would have belonged to the corporation. The men would have worked for the corporation. If anything happened, the corporation would be responsible. The man from Seattle and his associates would each be part-owners of the corporation. If a tragedy occured, they would only lose money that they had invested. They would not lose their own family's property.

You may say, "You talk about a corporation just as if it were a person like you or me." In a way you are right.

Do you have a social security number? A corporation has a number too, to use on its tax returns. It pays taxes too. It has to obey the law. The people who own a corporation ,called the stockholders, and the people who work for the corporation, employees, are seen by the law as different from the corporation. But sometimes they can do things that the corporation can be blamed for, and made to pay for.

For example, Joe Kootook works for Arctic Snowshoe company and is out delivering snowshoes to stores in Fairbanks. He hits your uncle's car. Both Joe as driver and Arctic Snowshoe Company, as a corporation, can be ordered to pay for the damage. Joe is called an agent of the Arctic Snowshoe

Company because he was driving the truck when he was doing his job for the company.

But he is not the agent of William James. Who is William James? He is part owner of Arctic Snowshoe. He bought ten shares of stock for ten dollars each. Does this mean that he is completely safe? As a person, yes, he is safe. His stock may be worth less if Arctic has to pay your uncle a great deal of money. But other wise, no policemen will come to see him. He will not go to court.

Is there ever a time when people who own stock in a corporation is engaged in illegal activities which they know about. Sometimes crooked individuals create a dummy corporation that has all the legal papers but is not real. They don't put enough money or property into it so that it can do its job. These people never expect the corporation to offer the services that people pay for. They are trying to cheat people. Sometimes they want to sell their shares of stock and lie about its true value.

In cases such as these, a court of law can look behind the corporation and make the owners pay the damages. Sometimes lawvers call this "piercing the corporate veil" because the corporation is not really an organization with money and property. It is just a flimsy curtain of words and paper that crooks are trying to hide behind.

Important: The regional and village corporations are not like these dummy corporations because they will begin business with enough land and money to do many things.

Working for the Corporations

"What happens," someone may ask you, "if I go to work for my regional corporation?" Suppose the corporation needs someone to post the land around the village to keep hunters from trespassing on private property? It seems confusing because I am an owner. I am also an employee. Am I working for myself like when I go trapping? The answer is "No." You work for the corporation.

The law keeps all of this separate. It says:

1. You are a part owner of the corporation and will receive dividends if the corporation makes profits and the directors decide to divide some of the profits up. You will not pay taxes on special land claims money given you, for twenty years. But you will pay taxes on dividends that are profits.

2. You are an employee of the regional corporation. You will pay taxes on your wages just as if you were working for a company you did not own.

3. The corporation will pay its share of social security and taxes for you just as every boss does, just as if you did not own part of the corporation. This is an expense of the corporation. The corporation subtracts expenses from its working money and from its profits (the money that it can divide up for you and other owners).

The Building Blocks of a Corporation

We know a little bit about a corporation and how it is a special way to organize people and people's property to get things done. Now let us look at it another way - from the owners' point of view.

The owners, people who own part of the corporation, are shareholders. Each receives a certificate, a legal paper, that explains how many parts (shares) he or she owns. The certificate also tells what his rights as a stockholder are.

Stock can usually be bought and sold by people called stockholders. Remember that stock in regional and village corporations cannot be sold for twenty years, according to the Alaska Native Claims Settlement Act. But whether for sale or not, the value of a share of stock depends upon how much the corporation is worth. To figure the value of a share of stock, add the amount invested in the company and the money that the company has made. Subtract the money that the company has lost or owes from the first figure. Then divide this by the number of shares to figure a price. Besides this, the price that someone is willing to pay is also figured according to the opinion of people about the company's future. Will it make money or lose money? This depends on things that the employees of the company do and on special problems or hopes of industries or business in general. But to get a simple picture of this, let's look at an example.

Suppose the Acme Land Company has three equal owners. Each has a share of stock. You are one of the owners. If Acme owned a piece of land worth $100, your stock would be worth $33 (not looking at the money Acme may owe or have to pay to its employees or to Uncle Sam in taxes.) If someone made a deal with Acme to look for oil and paid Acme $100 to do this with a promise to split the profits, your stock would be worth the value of the land plus the money you made on renting your land to look for oil, divided by three. If you could sell your stock there would be two other things to consider. First, a negative factor that the land could not be used for, say, hunting, while oil is being looked for. Second, a positive factor, that there is a possibility that if oil is found, the company will earn lots of money in royalties. These are the things that people consider when they put a value on stock.

Let's suppose that the company gets $500 as royalties (profits) when oil is discovered. After Acme pays all of its expenses to the people who work for it, the directors meet and declare a dividend. This means that they vote to give shareholders a certain amount of the profits. The amount you get depends on the shares you own. For example, if you bought another share of stock you would get twice as much as the man who owns only one share.

What about the money that the company made but does not distribute? What will it do with the money?

The directors might take it and buy other land. They might buy stock in another company. Then your company would be a shareholder or part owner in another corporation. The dividends it received would become part of the profits of Acme.

A corporation takes money invested and made and:

1. Pays expenses with some of it.

2. Invests some of it to earn more money in business activities.

3. Pays some of it out to its owners (shareholders).

Stock in a company has a certain money value. The amount printed on the stock may reflect the original value of money or other property invested in the corporation. This par value is confusing to many people since it is almost always much lower than the real value of the shares of stock and not a good description of the stock's money value. To figure out how much the stock a person gets is really worth, you have to look at the money and things that the Company owns (called its assets) and subtract from that the expenses of the Company and the debts that it owes others. All of this information is printed every year on a balance sheet. It is reported to the stockholders who attend a meeting. Stockholders who cannot attend the meeting send representatives (proxies) to vote and make decisions for them.

Differences Between Co-operatives and Corporations

You or some of your classmates may have heard about cooperatives. In some villages, people have cooperatives to run the local store. In other places, cooperatives manage the fishing activities or provide electricity.

Cooperatives are a special kind of corporation. They are similar to other corporations in many ways. However the law about a cooperatives is different in some ways from the law about corporations. The main reason cooperatives are organized is to provide some kind of service to the people who own them.

The people who own shares in the cooperative probably have people working for them (the store manager, for example). But when important decisions are made about the cooperative, the law requires that most of the owners meet and agree upon them.

The things a cooperative can do are more limited by state law than the things a corporation can do. With cooperatives, making a profit for the owners (dividends for them) is not an important consideration. Most important is providing some service such as selling them the food and clothing that they cannot make or buying electricity from a state agency to provide the village.

Cooperatives usually don't have much money or property to work with, just enough to get their job done.

In the case of a big corporation such as the regional corporation, we have seen that it starts off managing land and money that belongs to people who live all over one part of Alaska. People can't get together as well to make all the dicisions necessary to make the regional corporation function. Some of the investments that the corporation will want to make and business that it will want to do will take place far from the homes of the owners. For example, there are some people who think that a corporation should buy a hotel in Anchorage. Other people say that they should invest in a bank in Fairbanks or Anchorage.

When the goal is making profits in all kinds of businesses, very detailed studies of those businesses are necessary. The corporation will have to depend on highly skilled persons, both Natives and non-Natives, to make important decisions based on those studies. The owners, you and your family, also must depend on these people. The law about corporations allows the managers to make many decisions without asking the owners for their approval. It is fair to say that the control of the corporation (and the way its employees carry out the activities of the corporation) is in the hands of the managers.

A stockholder has special ways to check the work of the managers of the corporation. The law protects the owner to make up for his loss of control over his land and money when both are handled by the managers of a corporation. In the next section are some of the steps a stockholder may take to protect his money in the corporations.

Three Students Discuss a Corporation

There were three Native students at the University: Ronald from Barrow, Mark from Bethel, and Jim from Tanacross. They all thought it would be a good idea to set up a business that could sell snowmobile parts to people in the villages. They understood that they could buy the parts in Seattle from the Ajax Company at lower than sale price (wholesale). The Ajax Company would send the parts by truck to Fairbanks. Ajax said that it wanted a written agreement, called a contract, with the buyers. This agreement would state that the buyer would pay the whole price of parts sixty days after it received the parts. Ajax said that it wanted as a downpayment (money ahead of time) half the price of the parts.

Ronald, Mark and Jim sat down to discuss the matter over coffee at the Espresso Bar in the University's Wood Center. They made a list of different problems.

1. None of them had much money, only $50 each to invest. But Jim had a fine stereo that he would pawn to get the rest of the money they needed. The cost of borrowing money in a pawn shop (interest on a loan) is higher than the cost (interest) on a loan from a bank. But the boys did not have a reputation for borrowing money or buying things on time so they could not go to the bank.

Was it right for Jim to put in three times as much as Ronald and Mark, they asked themselves. How could they see to it that he had a chance to get more of the profits? Someone mentioned shares of stock. How many shares of stock would Jim get if he put in three times as much?

Ronald said that he knew people in the village who would like to invest in a business like this, but none of them wanted to leave the village. How could they do this?

Mark was good at keeping records. He could send out price lists to the villages and ask for deposits. But suppose something happened. Would the people think Mark had to pay?

Mark said he could borrow a truck to take parts up to the villages on the highway. But suppose the truck had an accident? Who would pay for insurance to make sure that the damages could be paid?

What the students realized was that they needed some way to sort out the different rights and duties so that people shared the risk and the profit according to the amount of money they invested. Also, they saw that some of them should be paid for the skills that helped others. Finally, they saw expenses in this business and serious legal responsibility for the one who signed the agreement with Ajax.

They agreed that things like these could be handled fairly easily when they took place in the village. There people knew what to expect when one person used the property of another. But now they saw that in business there were some serious risks that no single individual wanted.

They visited a lawyer, a man or woman who goes to college and then to law school and takes a special test to practice law in the state. The lawyer's name was Miss Claire. She listened and then suggested that they form a corporation (incorporate).

"I am not worried about you boys trusting one another," Miss Claire explained. "But your problems are not about trust. How would the law help or hurt you with these problems if you organize with a handshake or a corporation? First, from what you have said I see you are going to need money to meet the expenses of your business. You need working money (investment capital)."

"Well," said Ronald, "I didn't think of it before but what about selling our stock in the regional corporations? Or pawn it, perhaps?"

"No dice," said the attorney. "That can't be sold or traded or put up as security for a loan for a long time. Federal law says so."

"What about people we know in the village who might like to invest?" asked Mark.

"Maybe people in the villages will invest," said the lawyer. "Maybe they like your idea and know that the three of you are hardworking. But I doubt that they will want to be partners because they do not have time to come to Fairbanks and join in the business. They may want to be stockholders. This would protect their other money if Ajax or someone else says that the business owes it money."

"If they bought stock in a corporation, would that be like money borrowed from a bank?" asked Ronald.

"No," said the lawyer. "A loan and an investment are not the same thing even when they are both with a corporation. A corporation can go to the bank or to other persons and borrow money. It agrees to pay that amount (called the principal) back in such-and-such a time. The lender gets his money back and also gets interest. Interest is the cost of borrowing money. Borrowing money is not free."

"Is that like getting credit at the village, when you do not have money to pay right then?" asks Jim.

"Yes," said the lawyer. "Credit in the store is also not free. You pay a higher price for food, or there is a special charge added on your bill."

"Why will people lend a corporation money?" asks Ronald.

"They will lend it money because they think that there is a good chance that it will be repaid," answers Miss Claire.

"Why will people invest in a corporation instead of just lending it money?" asked Ronald.

"Because they decide that the corporation can make more money for them in profits than they can get by putting their money into the bank and getting interest on it."

"Will banks lend the regional corporations money?" asks Mark.

"Yes," says Miss Claire, " if they feel that the people who run the corporation will make money with the land and other assets that will guarantee repayment."

"It sounds like the more money you have, the more you can borrow," said Mark.

"Yes," said the lawyer, "sometimes that is true. Anyone who lends money wants to be sure that he will be repaid. Another important thing is that a corporation with property of its own can usually borrow money for less than you or I. Also they are in a position to make money with that borrowed cash."

"If the people in the village invest, then they are part owners. They will share in the profits of the organization. And they will share in some of the risks."

"Well, suppose someone wants his money back, what must we do?" asked Jim.

"He can sell his stock to a person who will buy it for what he thinks that share of your organization is worth. He may have to offer it to one of you first. This will depend upon the rules that you write down about how you want your organization to work. These rules are called the bylaws. They are the rules of your company that will state how important decisions will be made and who will run the corporation."

"Do you mean," said Jim, "that all of the owners will not run the corporation?"

"That is right," said the lawyer. "You can elect directors and they will run the corporation. A director can be an owner too. Or, if you decide, he can be someone who does not own any stock. In your case, it seems that at least the three of you will be the owners.

"The board of directors is chosen by the stockholders. Then the directors choose employees to do certain things. All of the stockholders elect the board of directors, but all of the stockholders let the directors make decisions on who can best serve the corporation."

"So," said Ronald, "it seems that a person could be a stockholder, a director, and an employee of the corporation. But the law divides things up."

"Yes," said the lawyer, "and there are good reasons for this. Suppose that one of you wants to stop the business. Suppose that one of you die. If you had a partnership, it would end and you would have to organize all over again. With a corporation, the stock would go to your relatives according to the law, or by a will.

The corporation has a life of its own unless the stockholders (or the law, in certain cases) take away that life by voting to liquidate the corporation. This means that the corporation pays its debts and what is left goes back to the stockholders.

"Can we vote to liquidate the Regional Corporations?" Ronald asked.

"Not for twenty years," said the lawyer, "but the stock will go by will or by law to your heirs (the people who can get property from you when you die)."

Lessons Ronald, Jim, and Mark Learned.

1. The boys can get capital (money) for investment by making other people part owners in a corporation. This will also protect these investors from risk larger than the amount that they invest.
2. If the boys own a majority (more than half) of the shares in the corporation, they can elect the directors. The directors will make the basic decisions about how the business will be operated.
3. Any of the investors can sell their stock without ending the business. Also, if one of the investors dies, the investor's family will get his share in the business.

They also learned that for twenty years they cannot sell the stock in the regional corporation or use it to get loans for twenty years. That stock will also go to heirs if one of them dies. The regional corporation will also have directors who are elected by stockholders and who will hire employees to do different things.

A corporation has a name of its own. What are the names of corporations that you know about?

McDonald's is one. General Motors, the car company, is another. How about your regional corporation, what is it called?

Does it matter if the corporation has the name of the man who owns all of its stock? The Smith Moose Hide Company, for example? No, it doesn't matter.

How does a corporation get a name? The people who decide on organizing it send the name to the Commerce Department of the Alaska State government. It checks to make sure that the name isn't being used by another corporation in Alaska. Then, it reserves the name for a few months for a small fee until the incorporators can organize their business according to the law. How is the corporation name used? Just as your name or mine would be used if we carried on business deals.

A Legal Contract

You recall that the boys wanted to make a contract with the Ajax company. Let's suppose that they decided to call their company, the North Alaska Snowmobile Service Inc. But what is a contract?

A legal contract is usually a written agreement between "persons" that describes the rights and the duties that each will have. Companies can have rights and duties - remember that they are legal. Ajax offers to sell snowmobile parts for, say, $100. North Alaska Snowmobile accepts the offer and agrees to pay $100. If one company or the other does not do what it has promised, the other company can go to court because the contract has been broken. The contract gives legal rights and legal duties to each company, not to Jim, Mark, or Ronald or to the owners of the Ajax Company, but to the companies. Remember, the law says that companies can go to court, just like people and bring a legal action called a suit with the help of a lawyer who is licensed by the state.

If one company breaks the contract, will the judge fine the company? No, the contract is a private agreement. The corporation that sues proves that there was a contract. The judge may order the company to pay money damages or to do what the contract says.

This kind of legal hearing in front of a judge is not the same as one where a person is arrested. it is between two "persons." It is called a civil action. The other kind of hearing is a criminal action where lawyers for a city and state try to convict a person they say has broken a law.

Can companies break the law? Yes, there are laws about the way that companies act. Companies and the directors of companies can be fined if they cheat people who deal with them. These people can also go to court and get money damages awarded to them. So, there can be civil and criminal actions.

Ronald asks this important question. "Suppose that I am a stockholder and I know that Ajax has this contract. Ajax breaks the contract and this hurts our company. However, the directors are lazy and do not want to get a lawyer to sue Ajax. What can I do?"

As a stockholder, Ronald first should ask the directors to sue Ajax, Inc. He may also have to get the other stockholders to agree with him. (This depends on the state law and the rules of the corporation, the bylaws.) If the directors refuse to sue the other company, he can hire a lawyer to go to court for the corporation. The law expects the company (and its directors) to protect itself (and Ronald's investment). But when it does not do this, a shareholder can act for the corporation. Does that mean the judge would give a money award to Ronald? No, Ronald is suing for the company. The company gets the money that the judge says should be paid. But Ronald will get all of his expenses paid (lawyer costs, etc.) if he wins for the corporation.

Suppose one of the directors that we stockholders elect makes a mistake that costs us money. Can we sue him too?"

"Only when his mistake is based on something other than poor business judgment. For example, the director thinks that people will need new snowmobile helmets because he hears that the safety law is going to change. So he orders a case of helmets. But then the law doesn't change and the company loses money. This is just poor business judgment. The stockholders can vote him out of office. The bylaws give them that right. But he probably should not be sued in court by the company."

"But how about if a director takes money that belongs to the corporation and buys a new car with it for himself? Can I or the corporation get the money back?" asks Mark.

"Yes, the corporation can sue him or you can sue him for the corporation (if the board of directors refuses to do so). Again, the money will go back to the treasury of the corporation but you will get your expenses."

"Is all of this about going to court the same with my regional corporation? Can I make them protect my money and land against people who don't live by their agreements, or directors or employees who cheat the company?"

"Yes, although the bylaws, the internal rules of the corporation will be different. The law of Alaska allows you to protect your rights in this way."

"But," said Ronald, "nobody in our village has money enough to hire a lawyer. Only the corporation can do this."

"That is not necessarily true," answers the attorney. "There are legal services attorneys for people with small incomes. Also, there are private attorneys who will take your case. The Alaska State Bar Association will help you find an attorney."

Directors

The directors of a corporation are usually elected by the stockholders. The directors then elect officers of the corporation (except where the bylaws let the stockholders do this). Directors sit as a group called a board. They work together to direct the way that the corporation will conduct its business. The law holds them responsible as individuals if they work against the corporation for personal profit.

How is an officer of the corporation, a president, vice-president, treasurer, etc. different from a director? (Even if an individual is an officer and director at the same time, the law and the courts look at the two jobs separately.) In general, the officer acts for (is an agent) of the corporation. He acts according to directions of the directors.

This is the same as when a village council president directs a man in the village to supervise the spring clean up. The council members give him a general idea of what they want to do. The man that the council selects then decides how best to get people to work together to clean up the village. The council also gives the man the power to do this. It may post a sign in the store and say, "Harold K. is in charge of Spring Clean Up - Listen to Him." Or the council may promise to fine people whom Harold reports are not taking part.

What is the job of a director then? The director's job, in a corporation is so special that some law teachers say that there is nothing like it. He is not an agent like an officer. He is more like a person who takes care of the property of other people and does what is necessary to protect and improve it.

Law professors do not know as much about hunting caribou or whale as you may know. They do not know about an umealik. But an umealik who organizes a hunt to feed a village is something like a corporate director. He is picked because he is already skillful at this job. But his main job is not to tell everybody how to hunt. It is to organize the boat, gear and men so that the village gets a whale. The umealik has a feeling of responsibility for the village and people in it who cannot hunt. This is why he provides whale meat or caribou from his extra share to people in the village. In a corporation the law gives the directors this same responsibility, to be concerned about the whole company and all its stockholders.

Compare the Old Days With the Future

Compare the ideas about a corporation's owning things with the way things were owned in days gone by. Let us make a list of things that were owned: An individual owned his kayak, clothing, tools, weapons, charms, and songs. A family owned a umiak, sled or house. They all owned it together.

This is different from a corporation that many people own because the stock gives each person a specific part of ownership. Everyone does not own the whole thing. It can be divided up.

You cannot divide up a sled unless you want a stack of wood. But people did share things they hunted. Things that were hunted together were divided up. People got shares of the game.

In the old days there were trading partners among Eskimos and Indians. A man from the sea coast traded seal and whale oil for caribou hides and wolf and fox pelts. And just as people hunted together they went to trade together. A person from one band would trade with a person from another band again and again. They had a personal relationship that was as good as the contracts that people use today because both partners understood what the other wanted. If a man did not give what he had promised, the trading would end.

The corporations and their employees will trade with other people. But the contracts will describe the deals made and the courts and the law will protect both sides. A man who breaks a contract can be taken to court. The judge may make him pay damages.

Review of Corporations

How many corporations are there in the United States? About a million and a half. Some are small with only a few stockholders like the ones we have talked about. Others are huge with millions of stockholders. The telephone company is like that. How much business do corporations do? At least 90 percent of American business is done by corporations that provide people or other corporations with services or things. In fact, only about 700 corporations do three quarters of all the business in the country. These are the biggest ones. Can you guess their names? General Motors is one. The steel companies are others.

Each year, the business magazine named Fortune prints lists of the 500 corporations in the United States that earn most money for owners, manage most money, etc. Did you know that the regional corporations of Alaska native people will probably join these lists?

How does a business become a corporation? A corporation gets its special and separate identity from the state, and not from the individuals who decide to organize it. Although they will invest time and money in the corporation, it is created by following the laws of the state. By filing the correct papers, the incorporators ask for a special grant from the state for a new business. Every state has laws that tell businesses how to become corporations. Lawyers direct ordinary people on the correct papers and legal fees that are necessary.

What kind of papers are filed? The articles of incorporation, which describe to the state the legal name of the organization, its general purposes, and what it plans to do. The articles also list the main place of business and the names of the incorporators and directors. Along with these articles are more detailed rules of operation called the bylaws.

The bylaws describe such things as this:

1. How many shares of stock are in the corporation.

2. What rights the stockholders have.

3. When the meetings will be held.

The articles of incorporation and by-laws do two important things:

1. They tell the state what business the corporation is going to do.

2. They tell the stockholders what the corporation can do and cannot do.

Together they are the rules of life for the corporation.

Alaska Law and Native Claims Stock

You and other members of your family will receive shares of stock in a corporation that was organized under the Alaska Native Claims Settlement Act. You have learned something about stock and corporations in general. How are the regional and village corporations different?

Federal Law is made by Congress and signed by the President. State law is made by the state legislature and signed by the Governor. The Constitution says that federal law is superior to state law. This means that where federal and state law say two different things about the same topic, usually the state law will have to be changed (or amended). This is what happened to some parts of the law about corporations in Alaska after the Alaska Native Claims Settlement Act was passed.

The special things that the Native claims act said were these:

1. Native claims stock will only be given to people who prove that they had at least one grandparent who was an Alaskan Native as of the date when the bill was passed. Not everyone can receive this stock.

2. Native claims stock cannot be sold or transferred for twenty years. But it can go to the people in your family if you die or if you get a divorce. Some other kinds of stock can be sold whenever the stockholder can find a buyer.

3. Native claim stock will not be taxed when you get it; other stock is often taxed.

4. The land that is transferred to corporations will not be taxed for about 20 years unless it is worked on or leased to other people. Then it can be taxed. Usually all owners of land (real property) must pay taxes.

5. The money that the U.S. Government and Alaska give to the corporations to pay directly to the Natives is not taxable as dividends. Dividends are usually taxable under special rules.

6. The Native claims corporations will have to pay taxes on land rents, royalties (shares in profits from oil or mineral on its land) or other profits. However, if the corporation is a non-profit corporation special laws apply.

7. If a child owns stock, the decisions are made by someone else who has responsibility for the affairs of the child, like his parents or some other legal guardian.

8. The corporation will see that stock goes to the right person in the family if someone dies. The superior court will handle arguments between people if the corporation cannot, or if it makes a mistake.

What special problems do Native Land Claims stockholders have that are different from problems of other stockholders?

1. Native claims stockholders cannot sell their stock for the value of their share in the land and money held by the regional or village corporation for twenty years. Other stockholders can sell if they can find a buyer.

2. Native stockholders do not pay taxes on money they receive as yearly Land Claims payments. They do pay taxes on profits of the regional corporation which the directors divide up (dividends).

Class Discussions

Many Native children know a great deal about some aspect of hunting or fishing that their parents or relatives in the village carry out. It might be caribou hunting, trapping for furs, fishing for salmon, or hunting walrus. Pick one or any of these and discuss along the following avenues:

1. Does your relative do this by himself? With other persons? Why do these people work together?

2. What kind of gear does he need to carry out this work? Does he make it himself? Does he buy some of it or trade for it? Where does he get the money or goods to do this?

3. Suppose he spends his time trapping and wants some fish? What does he do?

4. Does your family buy canned goods at the store? Does the storekeeper grow these things and put them in cans? Why do different people do these things (e.g., grow vegetables, put them into cans, ship them to Alaska, sell them to your mother at the store)? Can any one person do all these things? Can the people in one village or town do all these things? Does one person or even one village have the time and money to grow things, produce metal and make cans, put the vegetables into cans, build or buy the airplanes to send them to many places, sell them to other people?

Each of these jobs requires organization and men and women and money. Corporations do each of these things.

Stephen Conn
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VILLAGE CORPORATIONS

LESSON 3: How A Corporation Works: Profit is the Bottom Line

Time: Two class periods.

Objectives:

1. The students will understand the fundamentals of Native Corporations.
2. The students will understand the Native Corporations must make investments or profits.
3. The students will understand some of the decision-making that goes into making an investment.
4. The students will understand some of the trade-offs that Native Corporations must make between cultural and economic values.

Procedures:

1. Introduce the topic of Native Corporations and the need to make a profit.
2. Show the video by Judy Nelson.
3. Discuss the video.

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LESSON 4: The Planning Process

Time: One class period.

Objectives:

1. Students will become familiar with the terminology and strategy of planning.
2. Students will appreciate the importance of planning in dealing with issues of far-reaching consequences.

Procedures:

1. Have the students read text.
2. Play the audiotape of Alice Ruby explaining her land planning work with Choggiung Ltd. (12 min.)
3. Follow-up discussion on planning. Stress the usefulness of planning in everyday life (e.g., planning meals, projects, parties, personal futures...).

Vocabulary:

criteria
inholding
Interim Conveyance
Native allotments
planner
shareholder
title

Note: Bruce Foersch, who taught this course in Togiak, brought planning concepts to life in an interesting way: students in his class planned a party, held it, then critically evaluated their efforts.

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It is 1972...the long struggle for a fair Native Claims Settlement has ended, for some, with the passage of ANCSA. The lawyers have packed up their briefcases and the U.S. Congress has gone on to other issues. Native leaders have returned to Alaska, some satisfied and some not. For you, though, the work has just begun. YOU, the Village Corporation, must now translate the laws and regulations and conflicting claims into actual land claims that you will have to live with forever.

First you should decide which lands you really want. Later on you can deal with legal restrictions, ANCSA guidelines, and the disappointment of discovering that somebody else owns a chunk of your favorite trapping area.

The process you will go through here is not necessarily how Village Corporations went about the task of land selection, but it follows the classic steps of a PLANNING PROCESS:

1. Set goals and objectives.
2. Inventory resources and collect public input.
3. Set management guidelines and implement your decisions: do what you have been planning.
4. Evaluate your efforts. How well have you done? What should be changed?

Planners have to go through these steps whether they are planning for health care delivery, city management, or a political campaign.

When you have finished reading this, your teacher will play an audiotape of Alice Ruby explaining the work of a land planner. Alice knows what she is talking about; she is the land planner for Bristol Bay's largest village corporation, Choggiung, Ltd. She will tell you how she trained for her job and what kinds of decisions she faces in her work. She will also talk about some issues she thinks every village corporation stockholder will have to face sooner or later.

Let's listen to Alice...

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Audiotape: ALICE RUBY, Land Planner for Choggiung Village Corporation
(tape outline)

I. Training to be a planner
  --her own educational background
  --what a typical planning curriculum consists of

II. What does a Native Corporation land planner do?
  --choose land
    --criteria for choosing land
    --Chogging objectives: to preserve and conserve lands
    --"we may still be selecting lands 10 years from now"
  --gain title to lands
    --the problem of inholdings
    --Interim Conveyance status compared to patent
  --management
    --the goals and objectives set by the board are carried out
    --decisions about how to develop resources
    --Native Allotments repealed by ANCSA

III. Closing remarks
  --importance of shareholders
  --relationship of planner to outside agencies
    --working with city and state governments
    --the need to follow city and state regulations

LESSON 5: Forming A Village Corporation and Choosing Officers

Time: Two or three class periods.

Objectives:

1. Students will gain skills in cooperative effort and the electoral process.
2. Students will appreciate the difficulties and rewards of holding corporate office.
3. Students will be able to apply standard parliamentary procedures in the lessons which follow.

Procedures:

1. Have students read text which includes a xerox of "A Booklet of Parliamentary Procedure."
2. Assist the students in selecting officers:
    a. Discuss qualities appropriate to the three different offices (a President, a Vice-President/Village Planner, and a Secretary/Treasurer).
    b. You may choose to conduct a formal election, with nominating speeches, secret ballots, etc., or a more loosely-structured process. Parliamentary procedure should be followed but not so rigidly that the work becomes bogged.

Vocabulary:

The "Booklet of Parliamentary Procedure" which follows contains its own glossary of terms.

From here on in, this unit is going to demand a lot of active participation from you. We are going to set up a Village Corporation here in the classroom, with each of you playing the part of a Corporation board member. You will be asked to investigate and take a stand on important issues that have faced Bristol Bay villages in the past, some that are happening today, and some that will become real tomorrow or next week.

It will not be easy, at first, to pretend you are someone else, or to have public differences of opinion, or to grapple with problems that have puzzled many good Village Corporations before you. Stick with it though--the game should be fun, but it is also serious, and is being played for very high stakes. This classroom is now a Village Corporation board room. All students are board members. Your teacher is an expert advisor to the Corporation. (That means that whenever you, as a corporation, need legal advise or "technical assistance," your teacher will provide.)

The first job facing this "Corporation board" is to select officers: a President, a Vice President/Village Planner, and a Secretary/Treasurer. All board members will be involved in the decisions of the Corporation, but these three officers will have special responsibilities.

The President will have to call meetings and keep people talking on the subject when they drift off. The Vice-President/Village Planner will work closely with the maps provided. The Secretary/Treasurer will keep track of the Corporation's money and will make records of important Corporate decisions.

Before you hold your first meeting, read "A Booklet of Parliamentary Procedures," which follows. You've all witnessed meetings in progress, either in person or on TV — this booklet will help you to understand what some of that strange ritual is about. It will also help you to conduct your own meetings with some of the grounds rules already set.

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Mr. Chairman

A Booklet Of Parliamentary Procedure

Compiled and Prepared By
The ASWSU Activities Center
Washington State University
Pullman, Washington

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University of Alaska
Fairbanks, Alaska

AGENDA OR ORDER OF BUSINESS
WHAT IS A MOTION
PROGRESS OF MOTIONS
AMENDMENTS
CHART OF MOTIONS & RULES GOVERNING
NOMINATIONS & ELECTIONS
ACTION FOR SPECIAL PURPOSES

7/74/861/MH

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II-41

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THE "WHY" OF PARLIAMENTARY LAW

Parliamentary law is simple in principle. It is based largely on mere common sense and courtesy. It seems technical because it has been necessary to develop a special vocabulary for discussing it. If one knows the vocabulary, the rules come easily. For this reason, a glossary of common terms has been included in the back of the booklet and should be referred to as often as necessary in considering the fundamental rules.

The Purpose of Parliamentary Law:

1. To enable an assembly to transact business with speed and efficiency.
2. To protect the rights of each individual.
3. To preserve a spirit of harmony within the group.

To achieve these purposes, always consider the five basic principles of parliamentary procedure:

1. Only one subject may claim the attention of the assembly at one time.
2. Each proposition presented for consideration is entitled to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority must be carried out, and the rights of the minority must be preserved.
5. The personality and desires of each member should be merged into the larger unit of the organization.

THE AGENDA OR ORDER OF BUSINESS

It is customary for every group to adopt a standard order of business for meetings. When no rule has been adopted, the following is the order:

1. Call to order:
   "Will the meeting please come to order."
2. Reading and approval of minutes:
   "Are there any corrections to the minutes?" There being no corrections, the minutes will stand approved as read."

   . . . OR . . .

   "Are there any further corrections to the minutes?"....
   "There being no further corrections, the minutes will stand approved as corrected."
3. Reports of officers and standing committees:
   Officers, boards, or standing committees should be called upon to report in the order in which they are mentioned in the constitution or by-laws of the organization.
4. Reports of special committees:
5. Unfinished business:
   "We come now to unfinished business. Is there any unfinished business to come before the meeting?"
6. New business:
   "Is there any new business to come before the meeting?"
7. Program:
8. Adjournment:
   Unqualified form: Proposer moves for adjournment; motion is seconded; chairman calls for a vote; action depends upon majority vote. This motion cannot be discussed.
   Qualified form: Proposer moves for adjournment within a definite time or adjournment to meet again at a specified time; motion is seconded; chairman calls for discussion; a vote is taken; action depends upon majority vote.

AGENDA OR ORDER OF BUSINESS
WHAT IS A MOTION
PROGRESS OF MOTIONS
AMENDMENTS
CHART OF MOTIONS & RULES GOVERNING
NOMINATIONS & ELECTIONS
ACTION FOR **SPECIAL PURPOSES**
GLOSSARY

WHAT IS A MOTION?

A motion is a proposal that the group take certain action.

HOW ARE MOTIONS CLASSIFIED?

Main Motions---Motions of this group have for their object the bringing of questions, or propositions, before the assembly for consideration. Only one main motion can be considered at a given time by the assembly, and such a motion, when introduced, excludes all other main motions until it has been disposed of.

Subsidiary Motions---Motions of this group have for their object the modification or disposition of the main motion that is being considered. Their existence as motions depends entirely upon the principal motion to which they are subordinate. Since they relate to the question before the house, it is "in order" to propose them when a main motion is still before the assembly and to vote upon them before voting upon the main motion.

Privileged Motions---Motions of this group have no connection whatsoever with the main motion before the assembly, but are motions of such importance that they are entitled to immediate consideration. These motions have the privilege of setting aside temporarily the main business before the house.

Incidental Motions---Motions of this group have few general characteristics in common, but for convenience have been grouped into one class. The name, "incidental," has been chosen because they arise only incidentally out of the business of the assembly.

See pages 12 and 13 for a Chart of Precedence of Motions and a Summary of Rules Governing them.

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HOW SHOULD A MOTION PROGRESS?

1. A member rises and addresses the presiding officer.
   The presiding officer should be addressed by title, as "Mr. President." If the specific title is not known, it is always correct to use the term "Mr. (or Madame) Chairman."
2. The member is recognized by the presiding officer.
   The chairman recognizes a member by his name, "Mr. Member" or by a nod to him. Having thus received formal recognition from the chairman, a member is said to "have the floor" and is the only member entitled to present or discuss a motion.
3. The member proposes a motion.
   A motion is always introduced in the form, "I move that" followed by a statement of the proposal. This is the only correct phraseology. Aside from very brief explanatory remarks, it is not permissable to discuss the merits of a motion either prior to, or immediately following, the formal proposal of the motion. All discussion must wait until after the chairman has stated the motion to the assembly and has called for discussion.
4. Another member seconds the motion.
   Another member, without rising or addressing the chairman, may say, "I second the motion." Seconding a motion is merely an indication that the member seconding it wishes the matter to come before the assembly for consideration. If no one seconds the motion, the chairman may ask, "Is there a second to the motion?" If there is none, he may declare, "The motion is lost for want of a second."

WHAT IS A MOTION
PROGRESS OF MOTIONS
AMENDMENTS
CHART OF MOTIONS & RULES GOVERNING
NOMINATIONS & ELECTIONS
ACTION FOR SPECIAL PURPOSES

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5. The presiding officer states the motion to the assembly.

When a motion has been properly proposed and seconded, the chairman repeats the motion to the assembly, or "states the motion." After it has been formally stated to the assembly, it may be spoken of as a "question," a "proposition," or a "measure."

6. The assembly discusses or debates the motion.

After the motion has been formally stated by the chairman, any member has a right to discuss it. He must obtain the floor in the same manner as when presenting a motion. Normally the first person who asks recognition is entitled to speak, but when several members wish to speak or present motions at the same time, certain guiding principles should determine the decision of the chairman:

a. The chairman should always show preference to the proposer of the motion.

b. A member who has not spoken has prior claim over one who has already discussed the question, or who has proposed another motion.

c. If the chairman knows the opinions of the various members regarding the measure before the house, he should alternate between those favoring the measure and those opposing it.

d. The chairman should recognize a member who seldom speaks in preference to one who frequently claims the attention of the assembly.

DISCUSSION MUST BE CONFINED TO THE QUESTION THAT IS "BEFORE THE HOUSE."

7. The presiding officer takes the vote on the motion.

When all members who desire to discuss the question have done so, the chairman "puts the motion to a vote." He may, before taking the vote, inquire. "Is there any further discussion?" or "Are you ready for the question?" If no one rises, the chairman presumes discussion is closed. He will proceed to take the vote by announcing, "All in favor of the motion (STATE THE MOTION) say 'Aye'." Following response from the assembly, the chairman then says, "Those opposed say 'No'." If the chairman cannot determine from the volume of voices which way the majority has voted, he says: "The chair is in doubt. Those in favor of the motion please rise." After counting, he says "Be seated. Those opposed, rise. Be seated." Another alternative is to simply call for a show of hands. Certain motions may be voted on by ballot.

8. The presiding officer announces the result of the vote.

The chairman formally announces the result of the vote, saying: "The motion is carried; therefore (STATE THE INTENT OF THE MOTION)." If a majority voted in the negative, "The motion is lost." As soon as the vote has been announced by the chairman, another motion is in order.

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II-44

HOW MAY A MOTION BE AMENDED?

The purpose of the motion TO AMEND is to modify a motion that has already been presented in such a manner that it will be more satisfactory to the members.

Methods of Amending:

1. By Addition of insertion---To add something to the motion which it did not contain.
2. By elimination or by striking out---To subtract or eliminate something from a motion that was originally a part of it.
3. By substitution---This method is a combination of the first two methods, since in amending by substitution something is stricken out and something inserted in its place. The substituted portion may consist of a word, a phrase, a clause, or an entirely new motion.

The most important principle to understand in connection with any form of the motion TO AMEND is that an amendment "MAY BE HOSTILE, BUT IT MUST BE GERMANE."

> By "hostile" is meant opposed to the spirit and aim of the motion to which it is applied.
>
> By "germane" is meant having direct bearing upon the subject matter of the motion; that is, relevant, or relating to it.

An amendment may be opposed to the actual intent of the original motion and, in fact, nullify it, but if it relates to the same subject matter, it is germane.

HOW TO HANDLE AMENDMENTS

Types of Amendments:

1. Amendment of the First Rank--An amendment to a motion.
2. Amendment of the Second Rank--An amendment to the amendment. (The amendment to the amendment and NOT to the main motion, otherwise it is OUT OF ORDER.)

NO AMENDMENT BEYOND THAT OF SECOND RANK IS POSSIBLE.

It is never in order to propose more than one amendment to each rank at one time. If one desires to amend two separate and unrelated parts of a motion, this must be done by two amendments of the first rank, and one must be voted upon before the other is proposed. It is possible, however, to have a motion, one amendment to the motion (amendment of the first rank), and one amendment to the amendment (amendment of the second rank) before the assembly at once. Until the amendment of the second rank has been voted upon, no other amendment of the second rank is in order. Until the amendment of the first rank has been voted upon, no other amendment of the first rank can be proposed.

Order of Voting

Amendments are voted upon in inverse order; that is, the one of second rank is diposed of first.

1. Discussion is held and the vote taken upon the amendment to the amendment (amendment of second rank.)
2. Discussion is called for and the vote is taken upon the amendment to the motion (amendment of first rank.)
3. When the vote on this has been taken, discussion upon the original or main motion as amended is opened and when completed a vote is taken upon it.

II-45

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CHART OF PRECEDENCE OF MOTIONS A[illegible] SUMMARY OF RULES GOVERNING THEM

	May Interrupt a Speaker	Requires a Second	Debatable	Vote Required	Motions that May Apply
Privileged Motions					
1. To fix time to which to adjourn	No	Yes	Limited	Maj.	Amend, Reconsider
2. To adjourn (unqualified)	No	Yes	No	Maj.	None
3. To take a recess	No	Yes	Limited	Maj.	Amend
4. To rise to a question of privilege	Yes	No	No	Chmn. Rules	All
5. To call for the others of the day	Yes	No	No	None	None
Subsidiary Motions					
6. To lay on the table	No	Yes	No	Maj.	None
7. To call for the previous question	No	Yes	No	2/3	Reconsider
8. To limit, or extend limits, of debate	No	Yes	Limited	2/3	Amend, Reconsider
9. To postpone definitely	No	Yes	Limited	Maj.	Amend, Recon., Prev. Ques.
10. To refer to a committee	No	Yes	Limited	Maj.	Amend, Recon., Prev. Ques.
11. To amend	No	Yes	Limited	Maj.	Amend, Recon., Prev. Ques.
12. To postpone indefinitely	No	Yes	Yes	Maj.	Amend, Recon., Prev. Ques.
Main Motions					Limit Deb., Prev. Ques., Recon.
13. a. General main motions	No	Yes	Yes	Maj.	All
b. Specific main motions					
To take from the table	No	Yes	No	Maj.	None
To reconsider	Yes	Yes	Yes	Maj.	Lim. Deb., Prev. Ques., Table. Postpone definitely
To reconsider and have entered on the minutes	Yes	Yes	No	None until Called for	None
To rescind	No	Yes	Yes	2/3	All
To expunge	No	Yes	Yes	2/3	All
To adopt a resolution	No	Yes	Yes	Maj.	All
To adjourn (qualified)	No	Yes	Limited	Maj.	All
To create orders of the day (Special)	No	Yes	Yes	Gen, Maj;Spec. 2/3	All
To amend (constitution, etc.)	No	Yes	Yes	2/3	All
Incidental Motions					
To suspend rules	No	Yes	No	2/3	None
To withdraw a motion	No	No	No	Maj.	Reconsider
To read papers	No	Yes	No	Maj.	Reconsider
To object to consideration	Yes	No	No	2/3	Reconsider
To rise to a point of order	Yes	No	No	Chmn rules or Maj.	None
To rise to parliamentary inquiry	Yes	No	No	None	None
To appeal from the decision of the chair	Yes	Yes	Limited	Maj.	All except amend
To call for a division of the house	Yes	No	No	Maj.	None
To call f[illegible] division of a question	No	Yes	No	Maj.	Amend

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11-46

NOMINATIONS AND ELECTIONS

A nomination is the formal presentation to the assembly of the name of a candidate for the office to be filled.

1. Nomination From the Floor:
   a. Nominations do not require a second.
   b. Nominations are in order as soon as the chairman calls for them.
   c. As a nomination is made, the chairman repeats it and the secretary records it.
   d. No member may nominate more than one candidate for each office.
   e. If there are no further nominations, the chairman may declare the nominations closed.
   f. A motion to close the nominations requires a two-thirds vote.
   g. Prior to voting but following the formal closing of nominations, nominations may be reopened by a motion, which requires only a majority to carry.

2. Nominations by Nominating Committee:
   a. Committee may be appointed or elected as assembly may choose or as stated in the by-laws.
   b. Nominating committee report presents to the organization the names of one or more members as candidates for each office.
   c. The report of the nominating committee is not adopted, but the names are posted and treated as if the persons named had been nominated from the floor.
   d. Further nominations may be made from the floor.

3. Nominations by Ballot:
   a. Chairman directs tellers to pass out ballots and the member writes after each office the name of one person whom he desires to nominate.
   b. If a candidate receives a majority in this manner, it is usual to declare that candidate elected.
   c. If no majority is received, a second ballot is then taken, in which candidates nominated by previous ballot are voted upon. If a candidate receives a majority on this ballot, he is elected.
   d. If no one is elected on the second ballot, a motion that only the two highest candidates on the previous ballot be considered on the next ballot is in order before this third ballot. The third ballot then becomes the decisive vote, or the electing ballot.

4. Voting for Candidates Not Nominated:
   Voters may vote for anyone who is eligible regardless of whether or not he has been nominated, and anyone receiving the necessary majority is elected. This is commonly called a "sticker ballot."

5. Voting on Nominations:
   a. After the nominations are closed, the assembly proceeds to vote upon the names by the method prescribed in the constitution.
   b. An election becomes effective immediately, if the candidate is present and does not decline, or if he is absent but has consented to his candidacy. If he is absent and has not consented to his nomination, the election becomes effective as soon as he is notified, if he does not decline immediately.
   c. Unless some other time is specified in the by-laws, an officer assumes the duties of office as soon as he has been elected.

Most organizations make specific and detailed provisions for nominating and electing new officers in their constitution and by-laws. The provisions ordinarily include such details as time of nomination, time of elections, method of nominating and electing, and time of installation.

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ACTION FOR SPECIAL PURPOSES

ND OF MOTION	OBJECT	EFFECT
lay on the le	Clear the floor for more urgent business	Delays action
call for the vious question	Secure immediate vote on pending question	Ends debate
limit or extend e for debate	Provides more or less time for discussion	Shortens or lengthens discussion period
postpone initely (to ertain time)	Often gives more time for informal discussion and for securing followers	Delays action
commit or er	To enable more careful consideration to be given	Delays action
amend	To improve the motion	To change the original motion
postpone efinitely	To prevent a vote on the question	To suppress the question
raise a t of order	To call attention to violation of rules	Keeps group functioning according to parliamentary procedures
appeal from decision of chair	To determine the attitude of the group on the ruling made by the chair	Secures ruling of the group rather than by the chair

ACTION FOR SPECIAL PURPOSES

KIND OF MOTION	OBJECT	EFFECT
To suspend the rules	To permit action not possible under the rules	Secure action wh would otherwise prevented by the
To object to the consideration of a question	Prevent wasting time on unimportant business	Suppress the motion
To divide the question	Secure more careful consideration of parts	Secures action b parts
To call for a division	(a) To determine the accuracy of a viva voce vote (b) To secure expression of individual members' vote	Secures an accu check on vote
To nominate	Suggest names for office	Places before the group names for consideration
To make a request growing out of pending business	To secure information or ask to be excused from a duty	Provide informat
To fix the time to which to adjourn	To have legal continuation of the meeting	Sets definite continuation tim
To adjourn	End the meeting	Adjourns the me
To take a recess	To secure an intermission	Delays action
To raise a question of privilege	To correct undesirable conditions	Corrects undesir condition
To call for the order of the day	To secure adherance to order of business	Same as object

ACTION FOR SPECIAL PURPOSES

KIND OF MOTION	OBJECT	EFFECT
To take from the table	Continue the consideration of the question	Continue consideration of question
To reconsider (Only a member of the prevailing side may make this motion)	To reconsider the question	Secures further consideration and another vote on the question
To reconsider and have entered on the minutes (Only a member of the prevailing side may make this motion)	To reconsider the question at the next meeting	Secures further consideration and another vote on the question
To rescind	Repeal action previously taken	Same as object
To ratify	Approves previous action taken	Same as object

GLOSSARY OF STANDARD TERMS OF PARLIAMENTARY PROCEDURE

Amend. To change a motion either by adding to it, taking from it, or by altering it in some other way. (See Amendments.)

Blanks, Filling. "Filling blanks" is a term used to indicate a method of decision regarding a matter where several different courses of action are possible. The term "blank" is used because usually this method is applied in motions where an exact amount, a name, a date, or some other essential, specific information is left blank.

Business, Order of. The regular program of procedure of a society. (See Agenda.)

Chair. The Chairman. "Addressing the chair" means speaking to the chairman or president. This is done by rising to one's feet when no one else is speaking (with some exceptions) and saying, "Mr. Chairman." Being "recognized by the chair" means being given permission to speak further. (See Progress of Motions.)

Power of chair. The chairman has the following authority:

a. He may decide in what order speakers shall be recognized.
b. He may refuse to recognize members offering dilatory, absurd or frivolous motions or motions intended, in his judgement, to obstruct business.
c. He may restrain speakers within the limits of the rules.
d. He may enforce good decorum.
e. He may appoint committees.
f. He may decide points of order.
g. He may vote in cases where his vote would change the result; e.g., to make or break a tie.
h. He should avoid influencing a vote by his own comment on a motion under consideration.

Actions of the chairman are, of course, subject to appeal (See Incidental Motion, "to appeal from the decision of the chair.")

Commit. To refer to a committee.

Committee of the Whole. Sometimes certain matters come up which can be properly studied and digested only as a committee would go into them, but which, because of their importance, should be considered by all members, and therefore should not be referred to a small committee. Then the meeting, on motion duly made, may "resolve itself into a committee of the whole." This means that the meeting officially is discontinued while everyone remains and becomes a member of a large special committee including everyone present. The chairman of the regular meeting does not preside over a committee of the whole; a special chairman is appointed.

Consideration, Informal. When a member moves "informal consideration," and the motion is adopted, the meeting lays aside formal rules, allowing each man present to speak once on the subject under consideration.

Debate. Discussion or argument over a motion.

Division. "Division" in parliamentary law means simply a vote whereby all who are in favor and all who are opposed to a motion stand separately in groups as the chairman calls for "ayes" and "nays."

Floor. The privilege of speaking before the assembly. Thus, when one "obtains the floor," he is granted an opportunity to speak.

Inquiry, Parliamentary. An investigation or checking to determine the proper course of procedure.

Motion. A formal proposal to a meeting that it take certain action. A motion is a "motion" when stated by its proponent and until repeated by the chairman when presented by him for acceptance or rejection, at which time it becomes a "question," a "proposition," or a "measure." (See Progress of Motions.)

Motion, Incidental. An incidental motion is one growing out of another already under consideration, which secondary motion must be disposed of before the original motion may be proceeded with. (See Motions.)

Motion, Main. A main motion is one which independently presents an idea for consideration. (See Motions.)

Motion, Privileged. A privileged motion is one which is so vital in character that it takes precedence over all others. (See Motions.)

Motion, Subsidiary. A subsidiary motion is one growing out of and applied to another already under consideration which is made use of "to enable the assembly to dispose of it in the most appropriate manner," but which needs not necessarily be decided before the question out of which it has arisen. (See M[illegible]ns.)

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Order. When this term is applied to an act of an assembly it means an expression of a will of the assembly in the form of a command. An "order" differs from a "resolution" in that the latter is not a command, but a declaration of fact or an expression of opinion or purposes.

Order, General. "Making a general order" is setting a future time for the discussion of a special matter. Making a general order differs from making a special order in that the former does not involve the breaking of any rules.

Order of the Day. Regular order or program of business. A motion "calling for the orders of the day" is a motion demanding that the present discussion be dropped and that the chairman announce the next matter to be taken up in accordance with the organization's customary and established business routine. The term "orders of the day" has more specific meaning when a certain time has been set aside for the consideration of a given matter. Then a demand for the "orders of the day" is a request that this specific thing be taken up at the time set for it.

Order, Special. "Making a special order" is setting aside all rules for the consideration of some important question at a future time.

Postponement, Indefinite. This term is clear in the ordinary meaning of the words included in it except that the object of indefinite postponement is not merely to postpone, but, in effect, to reject.

Privilege. The term "privilege" in parliamentary law has a restricted meaning and refers specifically to the privileges or rights of the meeting or those attending chiefly in connection with matters of physical comfort; such as inability to hear a speaker, the heating, lighting and ventilation of the meeting room, noises and other disturbances, etc., and the ineligibility or misconduct of a member in a meeting at the time. These "questions of privilege" should not be confused with "privileged motions." Questions of privilege may be involved in motions, but privileged motions include other matters.

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Question. The question in parliamentary law is the proposition or motion after it has been placed before the meeting for action by the chairman. To "move the previous question" is to demand that the chairman take a vote on a motion which is being discussed. A "question," when adopted becomes an "order," "resolution," or "vote." (See Motions.)

Question, Division of. To separate a motion so that different parts of it may be considered individually.

Refer. To refer to a committee.

Resolution. The act of an assembly, the purpose of which is to declare facts or express opinions or purposes, and not to command. (See section on Order)

Rules, Suspension of. "When the assembly wishes to do something that cannot be done without violating its own rules, and yet is not in conflict with its constitution or by-laws, or with the fundamental principles of parliamentary law, it 'suspends the rules that interfere with' the proposed action."---Robert.

Second. A motion, in order to be considered by the meeting, must have a "second," i.e., a sponsor in the form of a second member who indicates that he will support the motion by saying, "I second the motion." (See section on Motions)

Sine die. Latin meaning "without day." Meetings frequently adjourn "sine die." This means that no date is set for a future meeting.

Table. The "table" in parliamentary law is literally the speaker's table, but to "lay on the table" or "to table" a motion means to delay action on it.

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VILLAGE CORPORATIONS

LESSON 6: Setting Goals and Objectives

Time: One or two class periods.

Objectives:

1. Students will understand what goals and objectives are in general.
2. Students will gain skills and confidence in conducting and participating in public meetings.
3. Students will be able to state, collectively, their goals for the village.

Procedures:

1. Have students read text.
2. Assist the Village Corporation Secretary/Treasurer in setting up the "board room."
3. Facilitate the Village Corporation meeting simulation, as described in the text. (Limit the brainstorming session to 20 minutes.)
4. Attached are instructions for a priority-setting exercise, to be conducted after students have determined their "corporate" goals. (This exercise has been taken from the Alaska Native Foundation's publication, "Native Village Corporations: Structure and Operations") See following pages.

Vocabulary:

brainstorm
conflict
goals
natural environment
non-renewable
objectives
profit-making
renewable

Text:

As you learned in the Lesson 4, the first step in the planning process is to SET GOALS AND OBJECTIVES.

What are goals and objectives?

Goals are general statements of wants. For instance, one of your goals for land selection may be to "maintain subsistence life style." Objectives are more specific measures that people take in order to achieve their goals. For instance, an objective under "maintain subsistence life style" might be "select good berry-picking patches as village land."

How do you "set" these things?

1. The Village Corporation Secretary/Treasurer will prepare the room for a board meeting by tacking up lengths of butcher paper. Make sure you have some dark, not dried-out, wide-tipped marking pens to write with.

2. The Village Corporation President calls this board meeting to order. He or she explains what the meeting is for and answers any questions. (Remember, you may use your teacher as expert advisor whenever you wish.)

3. The President then asks the Board members, including the other officers, to "brainstorm" on the idea of Village Corporation goals. IMPORTANT: don't allow discussion or disagreements during this session. What you want to do now is to collect as many of your board members' thoughts as you can. Here are some suggested goals to get you going:

    a. Develop renewable natural resources (fish, wildlife, agriculture)

    b. Develop non-renewable natural resources (oil and gas, minerals)

    c. Increase local employment opportunities

    d. Invest for highest possible immediate profit

    e. Protect the natural environment

    (Remember: as a profit-making corporation, the board legally must invest in things which return a profit.)

4. The Village Corporation Secretary/Treasurer writes down peoples' suggestions—clearly and in large letters. Try to write down the exact words of speaker.

5. You will have 20 minutes to brainstorm (your teacher will time you).

6. The Secretary/Treasurer reads aloud what goals the "board" has suggested. With the "board's" help, the Secretary/Treasurer should cross out any duplications and correct the wording on any that are unclear.

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7. The whole board examines the list of corporate goals. You will probably find that some of these goals are in conflict with others. For instance, investing for the highest possible profit may not be compatible with developing local businesses. These conflicts are to be expected. In fact, having to choose between conflicting goals is the major work of any decision-making body.

8. Your teacher will now lead you in an exercise which should help you to make these difficult choices.

After the "corporate" goals are determined, have the students complete the following Priority-Setting Exercise:

a) Copy the goals on a sheet of paper, leaving five spaces (the size of pennies) beside each goal. Everyone is given tokens or pennies (equal to the number of goals listed x 3).

b) Place a penny in the column labeled No.1 beside each of the goal statements. Each penny has a value of 1 point.

c) Reread the goal statements. For those goals believed more important, place another penny beside each in the column labeled No. 2.

d) Read the goal statements with two pennies beside them. For those goals believed to be much more important than the others, place a penny beside them in the column labeled No. 3.

e) Read the goal statements with three pennies beside them. For those goals believed to be much more important than the others, place a penny beside them in the column labeled No. 4. If all pennies are not yet used, continue on to step F. If all pennies are expended, see step G.

f) Read the goal statements with four pennies beside them. For those goals believed to be much more important than the others, place a penny beside them in the column labeled No. 5.

g) Review the tally sheet, keeping in mind the following:

    1. All pennies must be used.

    2. At least one goal statement must have five pennies beside it.

    3. A maximum of five pennies is allowed for any one goal statement.

    4. It is not necessary for a goal statement to have a penny beside it.

    5. After review of the sheet the display board may be rearranged and the number of votes for each goal changed — but no additional pennies may be added to the sheet.

h) Each participant should remove the pennies from the sheet after listing beside each goal the number of points received.

i) Participants then form into small groups of four, select a group leader, and attempt to reach a 'consensus score' for each goal statement. Each member of the group reads aloud his score for a goal, the four scores for each goal are added and an average score is obtained.

j) Each small group then reviews its average scores and attempts to reach consensus score for each goal. (Note: Averages may not necessarily reflect the desires of the group. Two participants may have ranked a goal high and two low; the average, a middle ranking reflects the original intent of none of the participants). A consensus score is reached when 3 of the 4 members of a group agree upon a score. If a consensus score cannot be reached, the row next to the goal statement is left blank and the next goal statement is discussed.

k) It is possible that all of the points will be used before a group has ranked all of the goals. In this case the group will have to read through the goal statements and make consensus adjustments as required. If the opposite occurs and all the points are not used, the group will have to read through the goals and make consensus adjustments because all points must be used.

l) The results from each small group are reported and the sense of the entire board is obtained through averaging. If there is great variance in the ranking reported by small groups for each goal, the board may as a whole attempt to reach a consensus score through discussion.

The goal-setting process outlined above is a formalized one, based on a numerical formula. Some boards may wish to establish their goals entirely by consensus without the use of tally sheets. This is fine. However, whichever goal-setting process is selected, the board ought to be provided with a previously prepared list of suggested goals for them to react against. This tool enables them to more easily begin to interact in the establishment of goals for their individual corporation by moving down the list, eliminating some goals as irrelevant or undesirable, rewriting some, and adding others.

The corporation will, because villages are small communities and leaders frequently wear a variety of hats through membership on two or more boards or committees or ownership of local businesses, have a say in more than the economic sector of the community. While, as a profit-making entity, the corporation ought not to expend funds directly on education and social welfare programs, it can through employment and investments expanding services in the village improve the quality of life there. Further, through cooperative planning with the local government entity, the corporation can coordinate its investments with non-profit activities (building a health center and office building, for example, which might be leased to the city council), eliminate duplication of efforts, and assist the local government in obtaining funding for which the village corporation is ineligible.

Once a statement of goals is obtained for a village corporation, students have a base to refer back to in making subsequent decisions on corporation operation. Without this base, essential to the planning process, decisions can be erratic and often whimsical, reflecting emotions of the moment rather than board policy or shareholder's intent.

VILLAGE CORPORATIONS

LESSON 7: Map Reading Skills: Scale and Topography

Time: One or two class periods.

Objectives:

1. Students will understand the concepts of "scale and topography."
2. Students will be able to choose appropriate scale and type of map for different purposes.
3. Students will be able to translate contour lines to a cross-sectional view.
4. Students will appreciate the limitations of maps and map makers, relative to their own knowledge of village lands.

Procedures:

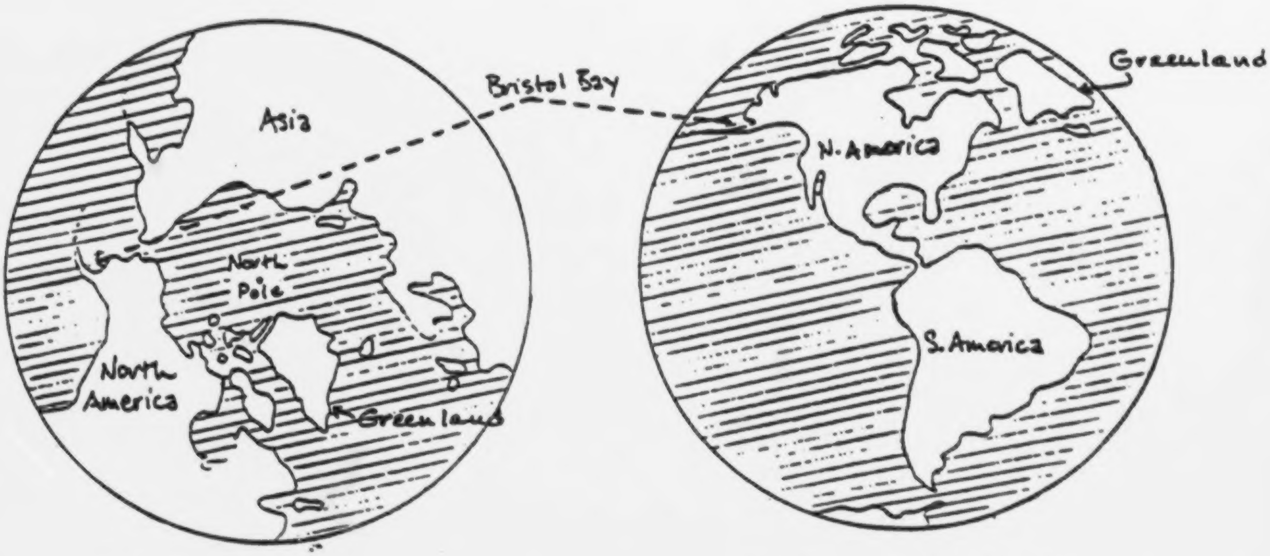
1. Have topographic map and "Peoples of The Arctic" polar projection hung in the classroom for this lesson.
2. Have the students read the text and perform the exercises in it:
    a. thought questions
    b. labeling the Alaska map
    c. contour line exercise
3. Follow this up with a discussion on all thought questions and exercises.

Vocabulary:

cartographer
projection
scale
selection
topographical

Text:

There are many proper ways to answer the question "Where are you?". Which one is the most correct depends on who your audience is, or which aspect of a place you want to emphasize. For instance, look at these two different, but equally accurate, "projections" of a global hemisphere (there should also be another polar projection hung on your classroom wall, called "Peoples of The Arctic"):



Polar Projection

Equatorial Projection

Ask yourself these questions:

- Which one would you use to measure the distance between Florida and New Mexico?
- Which one would help us understand the difference between "Arctic" and "Subarctic" climate and vegetation?
- Which one would work best in a history class on the "discovery" of America by Europeans and their westward expansion?

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- * Which one is better at showing the probable route the Inuit people traveled, from their original homeland to Asia, across the Bering Strait, across Alaska and Canada, to Greenland?
- * Which one is most familiar? Why do you think it is most familiar?

Now let's move closer to home. The map on the following page is, of course, Alaska. Let's see how much you already know about your own state. Find and label:

your village
Bristol Bay
Nushagak Bay
the Alaskan Peninsula
Mount McKinley
Anchorage
Juneau
Yukon River
area where the traditional language is Tanaina Athabaskan
largest oil field in North America (—7th largest in the world)
area where Inupiaq whalers hunt

When you've finished, as yourself these questions:

1. Which places were hardest to locate exactly? Why?
2. Could you use this map to make your village land selection?
3. Approximately how big would a globe need to be if it were proportional to the Alaska map? (How much would such a globe cost to air-freight to your village?)

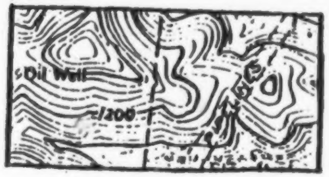
The answers to these questions have to do with the "scale" of the map, its size in relation to the thing it represents (in this case, Alaska).

As you have probably already figured out, there is no one "best" type of map. The scale, projection, and topographic features of a map should be chosen for their usefulness to you.

Now read and complete the exercises on topographic maps you will find on the following pages. You are becoming a cartographer!

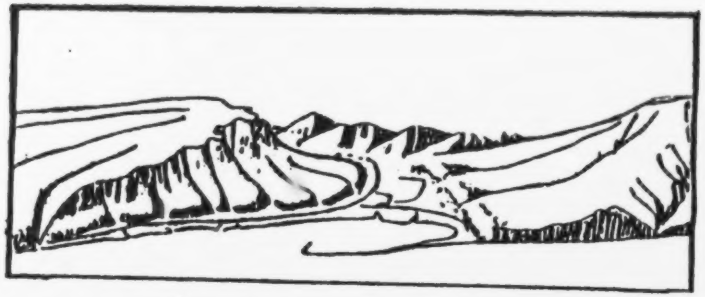
probably the most-used maps in the business

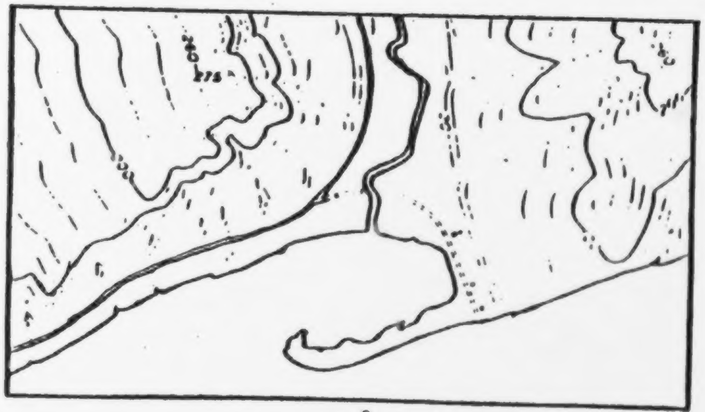
If you are familiar with maps that look like this you will probably speed through this section. Help a friend if he is having problems.



Topographic maps show all of the manmade features, water features, and landforms (topography) of an area. This set of pictures shows how a piece of land would look both on a map and off.

Notice that the changes in height (altitude) are symbolized by lines..... called CONTOUR LINES). To understand the contour symbol, think of it as an imaginary line on the ground which takes any shape necessary to maintain a constant height above sea level. Notice how the lines trace out each small drainage valley coming down the slopes.





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In this exercise you will translate contour lines into a cross sectional view.

* * *

figure A

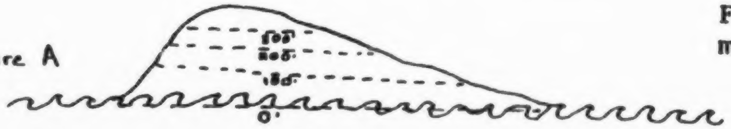


Figure A shows how the contour lines always maintain a certain height above sea level.

figure B

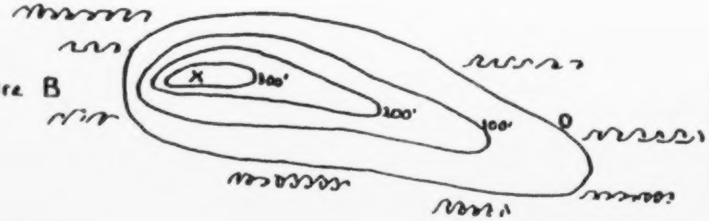


Figure B shows how that mountain would look from an airplane (if the contour lines were actually drawn on it !) and how it looks on a topographic map.

figure C

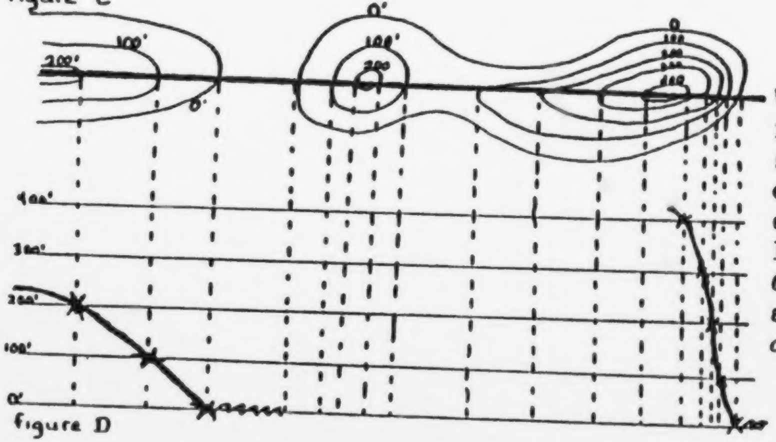


figure D

We have already begun to translate this `topo´ representation of two islands into a cross-sectional view of how those islands would look on the horizon. Dotted lines are dropped from each contour line and the height of that contour line is marked by an "X" on the graph below. *Continue placing "X"'s on the graph in the correct spots. Connect your "X"'s to complete the cross-section.*

WILL CONTOUR LINES EVER CROSS EACH OTHER ? no yes *(circle one)* EXPLAIN YOUR ANSWER: ____________

____

* * *

LESSON 8: Inventory Resources and Obtain Public Input (Step A)

Time: One or two class periods.

Objectives:

1. The students will appreciate their own level of expertise and knowledge of local resources, as well as that of their elders.
2. The students will gain resource-map-making skills.

Procedures:

1. Have the topo map on display, covered with a sheet of acetate.
2. Have student read text.
3. Assist the students in designing their resource map, according to directions in text.
4. Conduct "Picture-your-village" activity:
   a. Separate the class into two groups: writers and artists.
   b. Instruct students to represent their village according to the specialty of their group. Give them creative rein—you may suggest poems, scenic descriptions, or historic sketches for the writers and landscapes or symbolic images for the artists.
   c. When students have completed their assignments, have them share the results.
   d. Follow-up discussion on Picture-your-village. Lead the class in a discussion:
      1) Compare the three different types of representation - maps, pictures, written descriptions. Would the students all recognize their own village from each other's descriptive efforts? Which group provides descriptions that an outsider would be able to use to identify this village? (In other words, which form is most helpful in identifying a particular place? For insiders? Outsiders?)
      2) Try to arrive at a consensus on the actual size and shape of the village. Is there agreement between the map makers as to the village's "borders?" The individual map makers should explain how they arrived at their placement of village boundaries. Do they think the village owns all this land or only uses it? (This discussion of "borders" should open the question of land-ownership as a relatively new concept, different from "customary" rights based on land use.)

5. Assist the students in choosing village elders to speak to the class, and assist in the preparations.

6. Lead student discussion on what they would like their visitor to talk about.

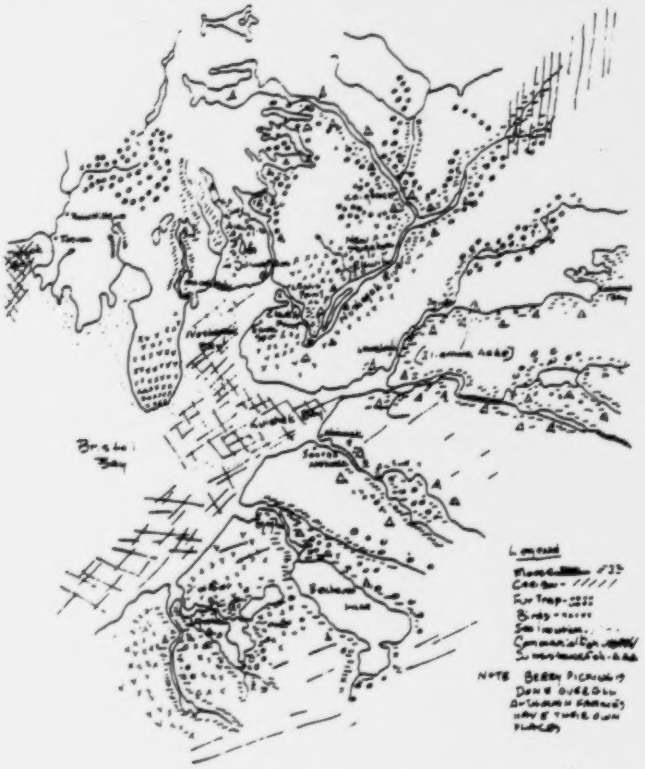
Vocabulary:

color-coding
inventory
monetary
resources
symbols

Text:

In Lesson 6, you decided what your corporate goals are. The next step in the PLANNING PROCESS is to find out what sorts of lands you actually have to choose from. This is called "taking an inventory of resources." How do you know what value (monetary or otherwise) is in the lands surrounding your village? To answer this, you have several sources of information close at hand:

1) Your own knowledge.



Source: Robert D. Arnold et al, Alaska Native Land Claims. 1978, ANF, p. 124.

LAND USE MAP SUBMITTED TO CONGRESS BY PETE PETLA OF KOLIGANEK

This is an example of one resource map, made by Pete Petla of Koliganek, and submitted to the U.S. Congress. Information such as this, provided by the people who knew the land best, was absolutely necessary to the passage of ANCSA in 1971. It is just as important today for people like yourselves—local experts—to be able to determine what you know about land use in your village.

Look again at the village topo map which your teacher has hung up. There is an acetate (clear plastic) sheet over it, so that your Vice President/Village Planner can draw in what you know about the resources around your village. Be sure to think about:

- -good hunting, fishing, trapping, and berry-picking areas
- -transportation routes (by water or land)
- -known mineral resources (coal, gravel, etc.)
- -areas near to the village where expansion is most likely
- -cemeteries or traditional sacred places.

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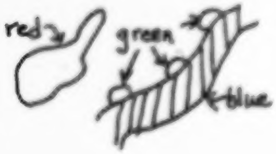
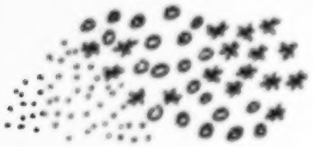
You may indicate valuable areas on the map any way you like, but here are some ideas that may help (they can be used in combination):

a) Color-coding. Outline different areas in different colors. Be sure to make a "key" to translate what you've done. For example:



KEY
(red) berry patches
(green) set-net sites
(blue) river navigation

b) Symbols. For example:



KEY	
...	berry patches
ooo	caribou hunting area
***	coal deposits

c) Use the "Topographic Map Symbols" sheet at the end of this lesson.

2) The knowledge of other village residents is another important information source.

The teacher will now help you choose one or two elders from the village who would agree to come in and talk to the class about local resources and traditional resource use. After you have chosen, appoint one student to visit the elders to set up this meeting. Prepare for the meeting by having the resource inventory maps ready.

LESSON 9: Inventory Resources and Obtain Public Input (Step B)

Time: One class period.

Objectives:

1. The students will appreciate their own level of expertise and knowledge of local resources, as well as that of their elders.

2. The students will gain resource-map-making skills.

3. The students will gain interviewing skills.

Procedures:

1. Assist the class in conducting an interview of the elder or elders who have been invited to share their knowledge of local resource use.

2. Have the resource inventory map on display. You may wish to have the "Village Planner" add resources to it as the discussion progresses. (Or you may want to use a clean sheet of acetate, overlaying the two later.)

3. Help the Village Corporation President to explain the project to clarify what the class is doing.

4. Be sure to have a tape recorder going, if the elders are comfortable with it.

LESSON 10: Inventory Resources and Obtain Public Input (Step C)

Time: One class period.

Objectives:

1. The students will be able to identify key state, federal and regional agencies involved in development and land planning, and will know their local representatives.
2. The students will be able to interpret resource-use overlay maps of the region, identify conflicting land uses, and make priority judgments.

Procedures:

1. Have students read text.
2. Help your "Village Planner" set up the series of regional map overlays contained in your kit referring to oil and gas potential and mineral potential. Also, each school should have in its library a copy of Bristol Bay Coastal Management Program, Volume 1: Resources Inventory. Map 5, on page 14 ("Geologic Resources and Hazards") will be very helpful for this lesson.
3. Discuss other commercially exploitable potential (e.g. sports fishing) in your area, which are not shown on these maps.
4. Draw any and all potential resources onto the inventory map created in lessons 8 and 9. This map now represents commercial and subsistence resources in your village and immediate area.
5. Discuss with students potential conflicts between the various uses which now appear on their inventory map (e.g. sports fishing and subsistence fishing) as well as complementary use of resources (multi-use is not necessarily conflicting).

Vocabulary

aerial photographs
agency
bureaucracy
conflicting
data
develop
Environmental Impact Statement
habitat
potential

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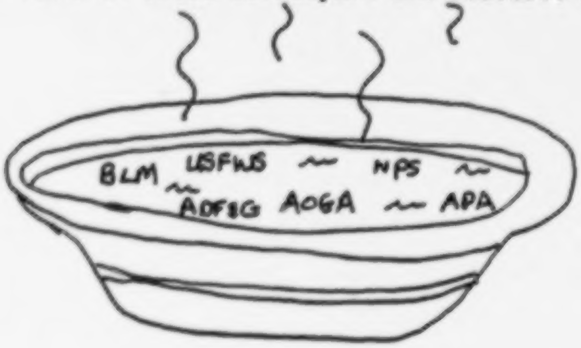
In Lessons 8 and 9, you conducted a resource inventory by combining 1) your own knowledge with 2) information from other village residents. Another source of information for you to use is 3) the bureaucracy. Many agencies have been collecting truckloads of information about your lands for many years, and for many purposes. Some groups want to use (or develop) the land's resources. These groups would include oil companies, mining operations, lumbering firms, commercial fishing operations, etc. Other groups who conduct such studies want to protect or manage the land's resources. (Since they want to protect different resources, though, these groups are sometimes in disagreement.) Some of these developers and resource managers are:



THE ALPHABET SOUP

BLM = Bureau of Land Management
USFWS = U.S. Fish and Wildlife Service
APA = Alaska Power Authority
NPS = National Parks Service
ADF&G = Alaska Department of Fish and Game
AOGA = Alaska Oil and Gas Association

All of these groups have produced tons of reports about the lands and resources of Southwestern Alaska. Most of this information was collected exactly the same way you've been working the last few days: by talking to people, drawing maps, and cross-checking what one person says with what another one says.

There are, however, other ways of finding out things about local resources. Instead of asking people what they know, the land itself is photographed, tested, and investigated. These efforts produce: aerial photographs, soil and vegetation surveys, climatic reports, wildlife habitat studies, mineral analyses, Environmental Impact Statements, and the like. The agencies listed above produce reports that are full of these types of data (information). Using some of these reports, a series of regional map overlays have been produced, which your teacher will now help you to interpret. These analyses will identify possible valuable resources that you as village corporation members may want to select as part of your lands. Review the overlays and notice where the potentially valuable resources are located. This information now needs to be recorded on your resource maps.

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VILLAGE CORPORATIONS

LESSON 11: Size and Shape of Land

Time: One class period.

Objectives:

1. The students will be able to operate under the legal stipulations of ANCSA regarding land selection.

2. The students will understand standard land-planning measurements (township, section, acre).

Procedures:

1. Have students read text and "fill in the blanks" provided. (A brief explanation on these terms is provided for your own background.)

2. Quiz students on the vocabulary words listed below.

Vocabulary:

acre
compact
contiguous
navigable
patented
section
subsurface
township
withdrawal area

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As a "Village Corporation," you have already determined what you want (your corporate goals) and what resources are available to fulfill those wants (your resource inventory). Now you need to figure out what size and shape your land settlement will be.

Section 14(a) of the Alaska Native Claims Settlement Act (ANCSA) lays out specifically how much land each Village Corporation could claim. (This is "surface estate" only. Regional Corporations received "subsurface," or mineral rights.)

Village population	Acreage	Town-ships	Sections (1 sq mi)	# Village corps statewide	# Village corps BB Region
25-99	69,120	3	108	54	9
100-199	92,100	4	144	58	12
200-399	115,200	5	180	60	6
400-599	138,240	6	216	14	1
600+	161,280	7	252	8	1

Look at the list of Bristol Bay Village Corporations on the following page.

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BRISTOL BAY VILLAGE CORPORATIONS

	Enroll. in 1974	Enroll in 5/84	#Tnshps. Allotted	Cash Sttl. (Approx.)
Aleknagik Natives, Ltd.	231	222	5	$1,373,566
APC		463		1,299,113
Bay View, Inc. (Ivanof Bay)	47	45	3	280,151
Becharof Corp. (Egegik)	166	166	4	1,037,223
Chignik Lake Native Corp.	104	105	4	620,170
Chignik Lagoon Native Corp.	103	102	4	606,503
Choggiung, Ltd. (Dillingham)	925	1049 (Chog)	7	5,723,191*
Ekuk Natives, Ltd. (1979)	39	— (Chog)	3	93,591**
Ekwok Natives, Ltd.	113	103	4	662,995
Far West Inc. (Chignik)	286	290	5	1,690,623
Igiugig Native Corp.	37	35	3	220,327
Iliamna Natives, Ltd.	75	77	3	462,722
Kokhanok Native Corp.(1/5/80)	106	— (APC)	4	319,748**
Koliganek, Ltd.	131	133	4	780,617
Levelock Natives, Ltd.	100	94	4	592,289
Manokotak Natives, Ltd.	227	217	5	1,346,381
Meshik, Inc. (Port Heiden) (11/3/78)	70	— (APC)	3	168,799**
Newhalen Native Corp.(2/18/81)	74	— (APC)	3	433,410**
Nondalton Native Corp.	253	255	5	1,525,208
Oceanside Corp. (Perryville)	130	131	4	772,384
Ohgenakale Corp. (Portage Creek) (3/25/81)	78	— (Chog)	3	451,986**
Paug-vik Inc., Ltd. (Naknek)	293	308	5	1,840,373
Pedro Bay Corp.	105	101	4	621,762
Pilot Point Native Corp.	146	148	4	856,127
Quinuyang, Ltd. (S. Naknek)	180	— (APC)	4	434,471**
Saguyok, Inc. (Clarks Point)	111	117	4	738,348
Stuyahok, Ltd. (New Stuyahok)	229	224	5	1,362,578
Togiak Natives, Ltd.	400	390	6	2,382,236
Twin Hills Native Corp.	61	63	3	384,989
Ugashik Native Corp.(1/5/80)	31	— (APC)	3	102,896**

* Includes funds paid after Choggiung-Ekuk-Ohgenakale merger

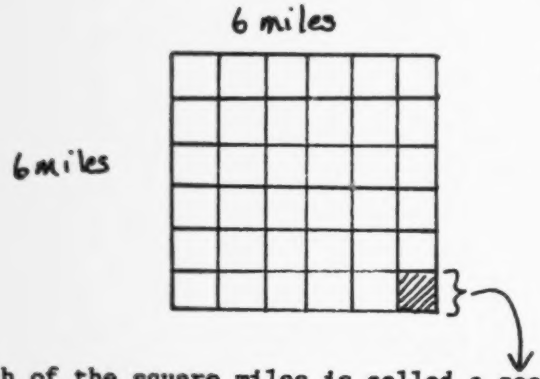
** Includes only funds paid to Village Corporation prior to merger date (merger date appears in parentheses after corporation name).

Find your village. How many townships is your village allotted? __________.

What is a township?

A township is a common unit of land used by land planners and surveyors, measuring six miles on each side:

TOWNSHIP



...or 36 square miles

Each of the square miles is called a section.
How many sections are there in a township? ____________.
There are 640 acres in every square mile (every section).
How many acres are there in a township? ____________.

You are a village of _________ people, and are therefore allotted

(X) townships: = __________ sections (X x 36)

= __________ acres (X x 36 x 640).

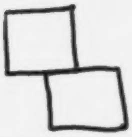
You now know what you want, what resources are available, and how much land you may choose. Could there possibly be anything else you need to know?

Yes. ANCSA carefully details the legal restrictions on land selection. In summary, these are:

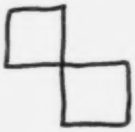
1. Land must be selected by a village from within the withdrawal area surrounding the village.

2. The village must select the whole township in which the village is located. This means that there is a 36 square mile area around the village that must be selected by the village. In some cases where the village is on the seacoast or on a river, the middle township will not consist of 36 square miles of land, but that part of the township that is land must be selected.

3. The land selected must be contiguous (be adjoining) and reasonably compact. This means that there are certain restrictions on the shape and the pieces of land which we select. The term "contiguous" means that two pieces of land are touching (but they have to be more than just cornering):



contiguous



not contiguous

4. The next restriction concerns the size of the tracts of land that may be selected. The Act states that the smallest unit of land that may be selected is one section (one square mile), whenever possible.

5. Also, you may not select land that has previously been patented and to which the owners have valid existing rights. All that this means is that we cannot select land that already belongs to someone else. This includes such things as airports, school grounds, church grounds, and any other land that has already been patented.

6. Finally, we may not select any navigable waters. Navigable waters may be defined as bodies of water, including rivers and large lakes, which can be used for commerce. For example, the Yukon and Kuskokwim Rivers are certainly navigable. This restriction is imposed because the State Government already owns these bodies of water and the land beneath them. The beds of all non-navigable bodies of water shall be charged to total acreage entitlements under the Act, except for those that make up one-half or more of a section (unless it is expressly selected, or unless all[1] the surrounding land that touches the body of water is selected.

Now you are ready.

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[1] These guidelines have been quoted from "Land Selection: A Guide to Land Selection Activities," Rural CAP: pp. 18-21.

VILLAGE CORPORATIONS

LESSON 12: Select Village Lands

Time: One class period.

Objectives:

1. The students will be able to make decisions cooperatively.
2. The students will be able to consolidate information and skills from previous lessons.

Procedures:

1. Have students read text.
2. Help the "Village Corporation Vice President/Planner" and the "Village Corporation Secretary/Treasurer" prepare for the meeting.
3. Provide "technical assistance" to students in their selection process.

Vocabulary:

board room
composite
over-select
restrictions
selection

You now know enough to select village lands. Using your resource inventory map, your stated goals, your deep knowledge of the resources in your area, and your understanding of the legal restrictions on selection, you can at last make your selections.

Your teacher, the "Village Corporation Vice President/Planner, " and the "Village Corporation Secretary/Treasurer" will prepare the "board room" by hanging up the Corporation goals statement and the composite resource map. An additional acetate sheet will be tacked over the map, so that selections can be drawn on it. The President, as always, will run this meeting; the Secretary/Treasurer takes notes, and the Vice President/Planner draws in selections on the acetate, following the board's directions.

Hints:

1. The first easy step is to choose the township in which the villages lies.

2. Work only within the withdrawal lines.

3. You may, and should, "over select." That means you should select more land than you are allowed to have, because you will be losing some of it in ownership disputes before you can finally claim title. (The one thing you still know nothing about is exactly what pieces of this property are "previously claimed land with valid existing rights." We'll get to this during the next lesson.

4. Acting as the village corporation, refer back to your corporate goals (see Lesson 6). These should guide you in setting criteria for your selections. That is, your inventory maps tell you what is available. You must now decide, of the available resources, what is most important to you as a community.

At this point, though, you are ready to make your historic land selections. When all students have completed reading this section, turn yourselves into board members, and perform the last step in the planning process: MAKE YOUR SELECTIONS! (Draw your selection lines directly on your inventory map. This map will be the foundation of the "village profile" which you will bring to the youth conference.

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LESSON 13: Reality Check

Time: One or two class periods.

Objectives:

1. The students will be able to interpret their own and "real" land selections in terms of the values guiding those selections.
2. The students will understand and appreciate the work of their Village Corporation.
3. The students will be able to read a village status plat.

Procedures:

The student-drawn selection map and village status plat (or village corporation land map) should be hanging side by side throughout the lesson for easy reference.

1. Have students read text.
2. Lead students in comparing and contrasting the simulated and the real land selections.
3. Assist students in interviewing a village resident who was part of the real selection process.
4. (A tape of this interview will be part of the cumulative "village profile" to be shared with other classes in other villages.

Vocabulary:

assumption
Interim Conveyance
status plat

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This lesson offers you the chance to compare your land selection process with what actually happened in the early 70's.

First, you should examine the two maps which your teacher has hung up. One of them is, of course, your own land selection map. The other is your village's actual "status plat," a map showing land ownership patterns and including the lands selected by your Village Corporation in 1971-74. (It would have been helpful to see this earlier, but would have given away the "ending.") How do these maps compare? If they differ, can you make some assumptions about why different choices were made? (What values or goals seem to have been followed by your real Village Corporation?)

Next you will be able to talk to one of your own neighbors or relatives who was involved in the original selections for your village. Tell this person what you've been doing in your own selection process, and find out from him or her:

1. How did they do it? What values did their choices reflect?
2. Where did they get their information?
3. Are there ways that they would do it differently, thinking about it 10 years later?

TAPE THIS INTERVIEW. It is a historic document.

For an extra credit project, one of you might want to investigate the current status of village lands. You could write:

Meg Hayes
DNR S. Central District Manager
3601 "C" St., Pouch 7-005
Anchorage, Alaska 99501

(or)

Bristol Bay Native Corp.
445 E. 5th Avenue
Anchorage, Alaska 99501

and ask: How many acres of village lands have been surveyed and given "Interim Conveyance" status? (Lands will be taxed 20 years after being given "I.C." status.)

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LESSON 14: Corporate Investment Decisions

Time: One or two class periods.

Objectives:

1. Students will gain group decision-making skills.
2. Students will gain public participation skills.
3. Students will appreciate some of the complexity of investment decisions.

Procedures:

1. Have students read text.
2. Facilitate Investment Simulation:
    a) Help the class to separate into three "Village Corporations," as described in the text.
    b) Assist the Corporations in setting investment goals and choosing investments.
3. Lead a discussion with the whole class on decision-making strategies.
4. Help the class to attempt a class-wide consensus on investment strategy. (If the simulation has been working, consensus between three such different Corporations should be very difficult.)

Vocabulary:

consensus
investment strategy
non-renewable resource
priority
renewable resource

Note: Explain to the class that this lesson is about resource use. The rationale for including this lesson here is the ANCSA mandate that corporations be profit-making.

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Your teacher will help the class split itself into three groups. These will represent three Village Corporations, each interested in making the best possible investments for the village it represents. Group #1 is Muklung, Ltd.; Group #2 is TNI (Tundra Natives, Inc.); and Group #3 is Naamikika Corp.

> Muklung is a small and relatively isolated village, distrustful of outsiders, and strongly committed to protecting its subsistence life style. TNI has a strong board of directors whose members actively seek expansion and economic development. Naamikika Corp's board is about equally divided on most issues: its members are both pro- and anti-development, worried about protecting the fisheries but hoping to diversify their economy, anxious for a quick profit and equally interested in investment security.

Your task, within your Village Corporation, is to choose the proper investment for your individual communities. Each of the three Corporations should follow these steps:

1. Set your investment goal. Try as best you can to set your goals according to the Corporate "character" outlined above. It will help if you review the goals-setting exercise that you did in Lesson 8. Choose one of the following goals:

   a) Develop renewable natural resources (fish, wildlife, agriculture)

   b) Develop non-renewable natural resources (oil and gas, minerals)

   c) Invest for highest possible immediate profit

   d) Protect the natural environment

   e) Increase local employment opportunities

   f) Provide community service

   Set your highest ("priority") goal: ______________________________.

2. With your highest goal in mind, you must decide to invest in one of the following:

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Getcher Moose Lodge. A new large hotel placed within a scenic wild area of Bristol Bay. Would employ locals as guides, encourage tourism. Possibly would deplete local game, endanger local environment. Good potential for cash return.

Next-to-Godliness Laundromat. Would employ locals, provide a community service. Low cash return potential. This group is also considering the purchase of a TV dish for cable TV, selling rights to the cable directly to villagers.

Tinker Bell Fish Processor. High risk. May employ locals. May encourage fishing cooperative. Close to the heart.

IFR Airtaxi. Some local employment. Keeps local money in local business. High risk.

Build'em-Better Construction (in the village). Seeks to do most of the capital construction in your village and surrounding villages. Capital outlays are very high; local expertise in construction work is low to moderate.

Build'em-Bigger Construction (Anchorage) More secure investment, bigger potential cash returns, no local employment.

All That Glitters Gold Mine. The corporation purchases a gold mine, both placer and hard rock, that has significant deposits of platinum and silver. Located near a salmon spawning area.

3. Use this checklist to help you select your investment:

	Dev. Ren. Resource	Dev. Nonren. Resource	High Profit	Protect Environment	Local Employment	Community Service
Lodge						
Laundromat						
Fish Processor						
Airtaxi						
Local Construction						
Anch. Construction						
Gold Mine						

4. When all three Corporations have determined Corporate Goals and have selected their investment strategy, the class should recombine and share their results. (Remember to stay in "character" as representatives of Muklung, TNI, and Naamikika Corporations.)

5. The class should discuss how these decisions were made--consensus, following a "leader," majority vote?

6. The whole class should attempt to reach consensus, choosing one investment for all three Corporations.

LESSON 15: Corporate Organization: Subsidiaries, Management Agreements, and Mergers

Time: Two class periods.

Objectives:

1. Students will understand some of the pros and cons of forming alliances, particularly with regard to corporate subsidiaries, management agreements, and mergers.
2. Students will gain decision-making skills.
3. Students will appreciate the need for compromise.
4. Students will be able to describe, in writing, the complexities of political decision-making.

Procedures:

1. Have students read text to where "Merger Game" starts.
2. Conduct "Merger Game:"
   a. Help the class split itself into three "Village Corporations."
   b. Have students read text.
   c. Students should be given 30 minutes to negotiate mergers.
3. Lead discussion on the negotiation process. (Note: this activity may be upsetting to students; you may need to defuse some resentment. Strong feelings around these issues are also a "real world" outcome, however. If the Game outcome is 3 separate Corporations - no mergers - that, too, reflects "real world" decisions.)
4. Assign homework essay. Possible topics:
   a. What factors were most important in your merger decision: personal connections? Fiscal confidence? Common Corporate goals?
   b. Was everybody satisfied with the outcome? How were conflicting goals compromised?

Vocabulary:

alliance
audit
hash out
management agreement
management team
merger
negotiate
proxy
subsidiary
wheeling and dealing

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With the selection of village lands, the work of the original Village Corporations had just begun. Let us turn now to some of the duties and responsibilities Village Corporations (this means you!) face today.

Village Corporations must follow certain legally recognized business practices, such as undergoing annual audits and board meetings, hiring management staffs, collecting proxies for board selection, and so on—in general, following the state and ANCSA regulations for legal operation. If the Village Corporation chose, in 1971, to be profit-making (as all of them in Bristol Bay did), it must make a profit.

Within these limitations and restrictions, however, Village Corporations have quite a lot of leeway in choosing what to do with the resources—financial land base—that they currently control. They also may change their organizational structure in some ways to protect themselves and their holdings.

For instance, a Village Corporation can form a *subsidiary* corporation. There are several disadvantages to this. For one thing, only shareholders may sit on the board of directors of a Village Corporation, but *anyone* may sit on a subsidiary's board. That allows outside experts to take an active voting part in a business venture. This has been done by Choggiung, Dillingham's Village Corporation, when it created the subsidiary corporations of Quvaq, which owns the Bristol Inn, and Napaq, the lumber company. Their boards of directors include members who are experienced in the hotel and lumber business, in addition to members of the Choggiung board.

Another advantage of forming subsidiary corporations is that if the subsidiary falls into financial or legal trouble, the parent corporation is relatively untouched. If Napaq goes bankrupt, for instance, Chog loses its investment but not its shirt.

Some Village Corporations have found it helpful—or necessary—to form *management agreements* with each other. If, for instance, a village had a relatively small population in 1971, it received relatively fewer townships and a smaller cash settlement than larger villages (compare, for instance, the number of townships allotted to Choggiung and Ekok). With limited funds, it is difficult, if not downright impossible, to hire trained managers, accountants, lawyers and the like. (One estimate is that managing a Village Corporation costs about $70,000 a year [Arnold:22].) In these situations, it makes sense to hire an already trained and functioning management team from a larger corporation to handle some of the everyday routines. The larger corporation can also help with more complicated problems such as negotiating conflicting land claims or assisting residents in their dealings with land management agencies. These sorts of management contracts have already been signed between Choggiung, Ltd.—the largest village corporation in the region—and the smaller surrounding villages of Twin Hills, Clarks Point, Kokiganek, New Stuyahok, Ekwok, and Chignik.

Mergers are a more serious, legally binding association between two or more corporations. Once a merger takes place, there is no way to "un-merge:" what was once two or three or five separate corporations is now one—in legal form, something like marriage without divorce. A merger provides greater risks than a management agreement, (because of the permanence of the

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arrangement), but it also provides the benefits of greater numbers of people, a bigger pool of capital, and a bigger land-base. The list of village corporations in Lesson 12 shows how two different mergers in Bristol Bay have consolidated the holdings of three villages in Choggiung, Ltd., and of five villages into the Alaska Peninsula Corporation.

A merger is a legal business arrangement. But there are also other kinds of situations in life where people join together to have a more powerful or secure position. For instance:

Marriage
Fishing crews
Hunting partners
Polish Solidarity Union
Eskimos, Athabaskans and Aleuts joining together
  as Alaskan Natives to negotiate the ANCSA
Oil companies and engineering teams pooling
  resources to build the Alaska Pipeline
Early American colonies becoming the United States
  of America to fight the British
Eskimos, Indians, Samek, and Siberian people
  jointly voicing their concerns at "Circumpolar
  Conferences"

All of these groups have used strategies of alliance to get what they want or to protect what they think is rightfully theirs. There are both advantages and disadvantages to this. Alliance provides the strength of numbers (more people, more money, more information), but strength of this kind must be paid for by giving up certain liberties. Members of a group agree, either legally or informally, to fulfill certain responsibilities toward each other. That means that they have to give up something. A fishing crew member can't decide to sleep in on the morning that king season opens, or he or she will be off the crew in a hurry.

When you join a group, then, you give up the freedom to do everything the way you want to, in order to gain the advantages of being part of the group. People "merge" themselves into groups for love, money, military strength or political muscle--and in each case a balance is struck, between the benefits of being a member and the hassle of living up to the group's expectations. (Someone who cannot or will not live up to their community's expectations, in general, is call "insane" or "criminal.")

Usually, these decisions are made subconsciously or automatically. (We don't sit around adding up pros and cons when we fall in love, usually, or when we decide to work with somebody we respect.) In business or politics, though--when corporations merge, for instance--the balancing of benefits and drawbacks have to be conscious and deliberate.

To give you an idea of how these decisions are made, pretend you're wheeling and dealing in high finance, in the Merger Game.

Merger Game

The class should reform into Muklung, Ltd., TNI, and Naamikika Corporations. Review the short description of these groups in Lesson 14. Here is some more information about the three Corporations:

Many people from the villages of Muklung and Naamikika are related. The villages are next to one another; there is a lot of travel and marriage connections between the two. But these relationships have created problems too: there was a bitter struggle over some borderline sections when the villages were making their original land selections, which has left the Corporations' members with unresolved hard feelings. TNI has fewer personal connections with either of the other villages (so there is less loyalty but fewer hard feelings), and it has a reputation for being a serious, money-making concern: it is therefore thought to be a valuable financial ally. On the other hand, because it is so strong, other Corporations worry that TNI will try to bully them into financial schemes they don't want, or take all the decisions out of their hands.

Each of the three Village Corporations must:

Have a management team to run its daily life, investigate the worth and security of its investments, and deal with land holdings.

Make an investment. If profit-making Corporations do nothing with their money, then they are not fulfilling their legal responsibilities to the village.

Each of the three Corporations has $500,000 capital to invest.

Each of the potential investments (listed in Lesson 15) will cost $450,000.

A "management team" costs $70,000 to hire directly.

The services of a "management team" may also be acquired through a "management agreement" with another Corporation. "Management agreements" cost $20,000.

If you are quick at mental calculations, you already know that you can't afford to make an investment and hire a management team. We'll do the math for you:

$450,000 investment
70,000 management team
$520,000 (this is more than your Corporation has to spend)

At least two of the Corporations will have to merge. This way you both can afford an investment:

$450,000	investment
450,000	investment
70,000	management team
$970,000	(OK—combined capital is $1,000,000)

The third Corporation can buy management services from the others for $20,000 and remain independent:

$450,000	investment
20,000	management agreement
$470,000	(OK—capital is $500,000)

Or, the third Corporation can join the first two in a three-way merger:

$ 450,000	investment
450,000	investment
450,000	investment
70,000	management team
$1,420,000	(OK—combined capital is $1,500,000)

Keeping in mind...

Your Corporate goals
Your preferred investment
Your personal and political feelings about the other two Village Corporations
The advantages and disadvantages of forming alliances with strong partners

...you should now negotiate the best possible merger with one or both of the other two Corporations. Your teacher will give you 30 minutes to hash out the best deal you can.

At the end of 30 minutes, all members of a Corporation should sit together. There could be one group, or two, or three, at the end.

OPTIONAL LESSON: PRESSURE POINTS

To the teacher: The point of this section is to awaken the students to the inevitability of change and the ongoing need for decision-making. You may choose one or both of the following scenarios, whichever seems most likely to affect your village, as springboards for elaboration by you or your students. Each scenario demands imaginative role-playing under the pressure of difficult "trade-off" situations brought about by development situations or internal change. Also, of course, you are encouraged to invent other and better role-playing activities for your students if these fall flat.

Use the Community Profile and Land Stat maps with acetate overlays to illustrate impacts of these situations.

SCENARIO I: Population Pressures

The village will, within the decade, double in population. This drastic increase affects many aspects of village life, creating the need for careful planning, and probably a reassessment of goals.

The class should hold a village planning meeting to discuss this issue:

1. How would population increase affect:

   housing
   employment
   social problems
   education
   subsistence

2. What are possible solutions?

   a) Use the village profile map with an acetate overlay to design the village expansion necessary to accommodate twice as many people. Consider: where should the new housing go? should it be spread out, giving everybody a lot of room (but taking up a lot of good land) or should the houses be close together? what other building would be necessary: schools, community buildings, entertainment areas? where should they go?

   b) Devise Village Corporation strategies to deal with the situation. How would population increase necessitate alterations in Village Corporation investment policies? Will the community demand more Corporation interest in social service support? recreation? housing? developing local employment opportunities?

3. How has the class tried to anticipate changes due to population increase: was it guesswork? an analysis of previous population growth? What kinds of information would they have considered helpful in reaching more accurate projections?

SCENARIO II: Local Employment

The last few fishing seasons have been disastrous, the population is growing, and boredom is driving young people to petty crime and alcohol. Most households ran perilously low on heating oil last winter. Village residents have been pleading with the Village Corporation to develop employment opportunities. Under this pressure, the Village Corporation has decided to divert the last of its precious capital into the tourist industry--buying a nearby hunting lodge and leasing two airplanes.

To protect itself, the Village Corporation creates a subsidiary corporation, Good-Huntin', Inc. Because no one in the village has ever run a lodge or airtaxi before, a couple from Seattle are placed on Good-Huntin's board of directors, and are hired to run the tourist business.

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The teacher will assign the following paired roles. You will be given overnight (or class time) to work on your "parts." You should create characters with names, personalities, personal histories with each other, etc. Choose your setting (the co-op store, a person's house, Corporate offices, a steam?).

1) Resident Complains about disruption of having tourists around taking pictures, talking loud, acting strangely.	Village Corporation President But you guys said we needed to set up some more business! We can't do anything right!
2) Village Corporation Board Member Hey, I hear you fired my cousin yesterday, and you're hiring a buddy from Seattle. What gives?	Lodge Manager Your cousin didn't show up for work 3 days in a row. My buddy knows the business inside and out. Do you guys want to make money or not?
3) Resident My daughter works as a maid down at the lodge and she came home drunk last night! This is a dry village!!	Village Corporation Member No tourists will come here if we don't let them drink. Can't you control your own daughter? (Maybe we should only hire outsiders as maids...)
4) (Your Own Ideas)	